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ABSTRACT

The Commission on Academic Development, which was established to examine the goals and development of the University of Victoria, was made up of a broad spectrum of people from the academic community who are appointed by the president. The commission focused on problems and issues of primary concern to the university, such as the academic goals of the undergraduate program, academic standards, an individual approach to teaching, graduate studies, continuing education, areas of specialization, research, physical education and athletics, summer session, academic services, and the reallocation of resources. The academic goals recommended by the commission may be summarized in two main concepts: (1) the University of Victoria should be a relatively small institution pursuing the highest standards and specializing in those fields in which it has particular advantages; (2) the academic offerings of the University of Victoria should be available for and be of service to the broadest possible spectrum of the whole community of which the university is a part. The commission goes on to make more specific recommendations. (Author/KE)

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REPORT
of the

COMMISSION ON ACADEMIC DEVELOPMENT

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UNIVERSITY of VICTORIA
1972

HE006879

REPORT OF THE

COMMISSION ON ACADEMIC DEVELOPMENT

UNIVERSITY OF VICTORIA

1 9 7 2

Submitted to

President Hugh E. Farquhar

by

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UNIVERSITY OF VICTORIA
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Commission on Academic Development
Commission on Academic Governance
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20 October 1972

President Hugh E. Farquhar
University of Victoria
Sedgewick Building

Dear President Farquhar:

After some six months of hearings and study your Commission on Academic Development now rises and submits herewith its Report on Academic Development at the University of Victoria. The several appendices to the Report are being finalized and we expect to transmit them to you in about a month.

The Commission gratefully acknowledges that in all its endeavours it was accorded concerned helpful assistance and co-operation from virtually every segment of the campus and community. The Commission also acknowledges that its work was greatly aided by the staff support and physical facilities provided for it. The Commission considers it significant that after hearing many presentations and engaging in many discussions, it can conclude that its operations heightened and improved interest in establishing broad overall academic goals for the University. As a result of its work, the Commission found general agreement on two main concepts, which it supports and recommends. These are:

> *"that the University of Victoria should be a relatively small institution pursuing the highest standards and specializing in those fields in which it has particular advantages;"*

and

> *"that the academic offerings of the University of Victoria should be available for and be of service to the broadest possible spectrum of the whole community of which the University is a part."*

.... 2

So many made significant contributions to the work of the Commission that it is difficult to draw attention to them individually. However, the Commission notes that the voluntary assistance of Mrs. Helen M. Rodney and Drs. Timko and Hinrichs as members of the Senate Academic Planning Committee, and Mr. Wayne Erickson as a member of the Alma Mater Society, was most helpful and much appreciated. The Commission is most happy to acknowledge that every phase of its work was greatly helped by the meticulous care, skill and interest of its secretary, Mrs. Audrey Clements.

The members of the Commission are grateful to you, Mr. President, for this unique opportunity of participating in what we consider should become a study of major importance to the University of Victoria.

On behalf of your Commission on Academic Development,

Sincerely

D. J. MacLaurin
Chairman

DJM/c

REPORT OF THE
COMMISSION ON ACADEMIC DEVELOPMENT
UNIVERSITY OF VICTORIA
1 9 7 2

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I. INTRODUCTION

1. Role and Composition of the Commission

One of the first actions of President Hugh E. Farquhar upon assuming office in February 1972, was to establish the COMMISSION ON ACADEMIC DEVELOPMENT with the following terms of reference:

> The Commission will consider what are to be the basic academic goals and purposes of the University of Victoria. In its studies the Commission will, in all reasonable ways, seek, gather and study submissions, recommendations and opinions related to academic roles especially suited to the University of Victoria from persons, groups of persons and other sources.
>
> The Commission will submit a written report to the President by September 1972 presenting its findings and making recommendations regarding broad policies for academic development.

The members of the Commission appointed by the President were selected from a broad spectrum of the University community, as follows:

Chairman	Dr. D.J. MacLaurin Professor of Chemistry
Deputy Chairman	Dr. John M. Dewey Professor of Physics
Secretary	Dr. G. Reid Elliott Professor Emeritus of Economics
	Dr. Walter Muir Associate Professor of Education
	Dr. W.R. Derrick Sewell Professor of Geography and Economics
	Professor Phillip T. Young Associate Professor of Music

At the invitation of the Commission the following also participated in its deliberations:

as members of the Senate Academic Planning Committee,

Mrs. Helen M. Rodney, Head
McPherson Library Reference Division

Dr. Henry G. Timko
Associate Professor of Education

Dr. Lowell A. Hinrichs
Associate Professor of Mathematics

as a member of the Alma Mater Society,

Mr. Wayne Erickson

as a member of the Graduate Students' Society,

Mr. Eric Lee.

The first action of the Commission was to solicit submissions from members of the University community and other groups and individuals interested in the development of the University (see Appendix A). As a result, the Commission received 151 such submissions and met with sixty-six different groups and individuals, including representatives from all departments of the University, groups of faculty members, each of the Deans, the President, and the Board of Governors. In addition, individual members of the Commission interviewed many people both on and off campus, and studied a large number of articles, books, and reports dealing with the subject of the university in today's society. One member of the Commission spent almost a month in Great Britain studying the Open University and other post-secondary institutions. Summaries of these sources of information are included as Appendices B and C.

In preparing its Report the Commission has focussed its attention upon those academic problems and issues of primary concern

to the University, and which relate directly to its overall goals. Evaluating the numerous suggestions for improvements at the University was not an easy task, since they covered matters ranging from the nature of the University as an institution, to hiring policies, grading techniques, and course contents. Many of the suggestions have been adopted in the Commission's recommendations, particularly when they relate to academic concepts and principles. The Commission also wishes to draw attention to the fact that many other ideas are contained in the submissions now on file. These should be useful to bodies dealing with specific aspects of the University's work.

The Commission recognizes that implementation of its recommendations would require some important modifications of present practices and policies in certain areas of the University. It cannot be expected therefore that everyone will agree with all the recommendations. But the Commission is convinced that its Report does provide the University with something it has lacked thus far: a clear statement of what the University aspires to be, and a set of guidelines for attaining that goal.

2. The University of Victoria as an Academic Institution

In 1972 the University of Victoria celebrates its 70th Anniversary, thus being the senior post-secondary educational institution in British Columbia. Between the years 1903 and 1915, Victoria College was affiliated with McGill University, offering first- and second-year McGill courses in Arts and Science. In 1920 Victoria College changed

its affiliation to the University of British Columbia, which had been founded in Vancouver five years previously, and in the next two decades Victoria College built an enviable reputation for scholarship and instruction in first- and second-year Arts and Science. There was a rapid expansion of the academic programme between the years 1956 and 1961, at which time the College, still in affiliation with the University of British Columbia, awarded its first Bachelor's Degree. As a result of the MacDonald Commission Report,* the University of Victoria was granted autonomy by *The Universities Act* of 1963. Early in that year a special committee was established under the chairmanship of Dr. H. E. Farquhar, to undertake a general planning study for the future of the University. The report of that committee was presented in October 1963 (see Appendix D). Reading that report nine years later and with the wisdom of hindsight, one cannot fail to be impressed by the prescience of that committee.

At the present time the University of Victoria has three Faculties: Arts and Science; Education; and Fine Arts. The nineteen departments of the Faculty of Arts and Science all offer courses leading to Majors and Honours degrees, and fifteen departments have programmes of graduate studies. The Faculty of Education is the only professional school of the University, offering programmes leading to bachelor and graduate degrees in Education and to teaching certificates issued by the Provincial Department of Education. The

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*John B. MacDonald, *Higher Education in British Columbia and a Plan for the Future*. University of British Columbia, 1962.

Faculty of Fine Arts comprises Departments of History in Art, Music, Theatre, and Visual Arts, and offers courses leading to the degrees of Bachelor of Arts in History in Art, Bachelor of Music, and Bachelor of Fine Arts with majors in Theatre and in Visual Arts. Graduate work is offered in Music, Theatre and History in Art.

During the past ten years the University enrolment has grown from 2,085 (in 1963) to its current enrolment of approximately 5,000 students. The enrolment now seems to have stablized at this level, providing an excellent opportunity for the University to review its existing programmes and determine its future goals. A chronological review of major academic decisions is included in Appendix E.

3. Goals of the University

Until now the goals of the University have been regarded as implicit and have been largely unquestioned. Clearly, all-inclusive statements about academic excellence and intellectual development are no longer satisfactory to students, to the community at large, or to the supporting governments. An explicit definition of goals must answer the following types of questions. To what extent should the university try to train people for specific jobs as opposed providing them with an opportunity to expand their intellectual horizons? Should the university try to cover the entire field of human knowledge or should it emphasize only particular aspects? Should it satisfy itself with attaining a high level of undergraduate education or should it pursue graduate training as well? Should it accept all

who wish to pursue a university education or should it set high entrance qualifications? Should it concentrate upon specific programmes which result in certificates, diplomas and degrees or should it provide a less structured form of education? Precise, all-embracing answers to such questions are clearly difficult to obtain. However, there seemed to be a consensus among the many members of the University community with whom we discussed these questions and who wrote expressing their opinions.

It was generally agreed that the University could not be solely a job-training institution although it must be keenly sensitive to the market for graduates and post-graduates.

No university can hope to cover all aspects of human knowledge. This is particularly true of an institution the size of the University of Victoria, where in order to achieve an appropriate academic reputation and to best serve the needs of the community, specialization and concentration of resources in certain areas is essential. These areas of specialization must be chosen on the basis of well-defined criteria.

The principle of allowing all who have the ability and desire for a university education to have access to it is generally accepted. However, it must be recognized that the value of a university rests, in large part, upon its ability to provide the highest quality of advanced education. This implies the establishment and maintenance of the highest possible standards.

Not everyone seeks economic reward from university

education and a concentration on programmes which can be credited towards a degree or diploma may impart too narrow a view of the function of the university. Members of the public seek advanced knowledge which will enable them to better understand our rapidly changing society. It is generally agreed that we have a duty to assist in providing this education at the university level.

Pursuit of these goals has important implications both for academic planning and the management of the University, particularly with respect to the sources and allocations of finances, capital planning, administrative decisions, and decisions on appointments, tenure and promotion. When such goals are accepted, decisions can be made on the basis of whether a particular action will, in fact, assist in achieving them.

In summary, the Commission is of the opinion that the University of Victoria should be a relatively small institution so as to maintain a close contact between faculty and students at all levels; it should pursue the highest standards, and should specialize in those fields in which it has particular advantages. It should attempt to extend its student body beyond the present intake from high schools and colleges, and provide greater opportunities for other groups to partake of university education.

II. EDUCATIONAL GOALS - THE UNDERGRADUATE PROGRAMME

1. The University's Place in Society

In earlier times, university programmes were directed toward a small intellectually elite and economically independent student body. The more famous and prestigious universities, therefore, could be highly selective and assume the economic independence of their students. Students lacking financial independence had to be prepared to sacrifice much in order to participate in such an educational experience. Present-day society seeks reassurance on the relevance and social significance of all educational programmes. In addition, universities can no longer assume the economic independence of students.

Several recent studies of post-secondary education have attempted to predict the future of our society and to propose educational developments based on these detailed predictions. Some of these predictions have been made with a remarkable degree of confidence and yet are of questionable validity. The Commission believes it unwise to base planning on such criteria. Who can state unequivocally the needs and values of our society ten years hence and using such predictions delineate the future pattern of higher education? What can be said is that the future will involve even more rapid social change than in the past. A university must offer an education which will enable graduates to cope usefully and effectively with such change.

2. The University's Role

The submissions received by the Commission have indicated a

spectrum of opinion varying from the idea that a university education primarily should train people for employment, to one suggesting that university education should be completely divorced from job training and the job certification process. Discussions with students at the University of Victoria and a review of recent literature suggest that most students do see university training in terms of their future careers. Only a minority seek a general education. This is evidenced by the rapidly decreasing number of students who enroll in the University's general programme, and the fact that despite the more relaxed regulations of recent years, permitting a wider choice of courses, there has been greater specialization in Major and Honours programmes, rather than liberalization. At the same time, however, employers appear to be more interested in an applicant's personality, motivation and ability to learn than in his specific qualifications, since specialized training is often best learned on the job. The University must establish a proper balance among this variety of demands.

The broad purpose of education is to enhance the intellectual and social behaviour of individuals. If an individual leaves university untouched by his experiences, he has wasted his time and the time of others. There must be evidence of growth in the individual's powers of critical analysis, his ability to reason, to discriminate, to appreciate, and to interpret, all leading to ethical conduct and rational behaviour. The Commission considers that there should be unanimous acceptance throughout the University of these as the fundamental aims of higher education. We suggest, therefore, that

every section of the University conduct an intensive review of its programmes with the aim of explicating and achieving these goals.

3. Ability to Communicate

At the undergraduate level students should be offered a broad education with experiences in a variety of fields together with some intensive specialization. In a student's years at the University, emphasis should be placed not only on learning how to learn, and how to gather and collate information, but also on how to communicate. Communication is a two-way process involving the ability to listen, to understand, to analyze and interpret, as well as the ability to present one's own ideas both orally and in writing. Surely the ability to communicate effectively is the minimum qualification one would expect of a university graduate, and yet the Commission received numerous submissions suggesting that significant numbers of our students are unable to express themselves clearly in their own language, either orally or in writing.

In an effort to ensure that entering students have a minimum competency in writing skills, the Senate, in 1970, with the co-operation of the Department of English, instituted a qualifying examination in English composition. Students failing this examination, or who refuse to write it, are obliged to take English 110, a three unit course in "The Use of English." There is evidence pointing to the success of this course, which has typically involved about one-third of each first-year class. However, concern was expressed that this seemingly 'remedial' course should be offered for credit towards a degree, which

was countered by the suggestion that English composition is of such importance that the course should be available to all first-year students. The Commission concurs with the latter, and feels that even greater efforts must be made to ensure that graduating students are fully competent in language and communications skills, both written and oral. The responsibility for this must be accepted by all faculty, and particularly by the Department of English.

4. Programme Requirements

Evidence was presented to the Commission to suggest that many students are being graduated without a sufficiently broad range of learning experiences; that too often, a student has taken few, if any, courses beyond those offered by his own department. It is the opinion of the Commission that this is a highly undesirable state of affairs.

To correct this situation, the Commission holds that the University must assume the responsibility for ensuring that its Bachelors degree programmes have breadth beyond any particular area.

1. *IT IS RECOMMENDED that the programme for any Bachelors degree granted by the University whether in the humanities, sciences, or social sciences include courses in each of the two other areas from a selection named by the University.*

5. Interdisciplinary Courses

The University, and subsequently this Commission, has received many suggestions for the setting-up of problem-oriented inter-disciplinary courses. The reasoning behind these proposals appears to be sound and it is not clear to the Commission why more such courses are not being offered. There were suggestions that the development of such courses had often been frustrated by the lack of inter-departmental co-operation and there were, therefore, proposals for alternative administrative structures. Additionally, in those situations where various departments had agreed on course content and objectives, gaining approval by Senate and its associated Committees had not always been easy.

The Commission suggests that the University should support, initially on an experimental basis, a number of problem-oriented inter-disciplinary courses. We believe that these courses would be most appropriate at the third- and fourth-year level for those students who have an adequate background in the disciplines involved. We do not favour setting up an elaborate administrative structure for such courses since a prime advantage of their introduction would be the reduction of inter-departmental barriers. The creation of new administrative structures might well build up even more academic barriers. Interdisciplinary programmes being given at some of the newer universities in Great Britain, and discussed in Appendix C, might be useful guides.

The Commission is not in favour of faculty members providing

these courses in addition to their normal teaching load for extra remuneration. If such courses are approved on an experimental basis, the University should require careful documentation of the objectives, course content, and evaluation procedures in order that the information can be used when other similar courses are designed. Where interdisciplinary courses are offered, they should be recognized in the teaching loads of those faculty members involved.

The above remarks concern problem-oriented, interdisciplinary *courses* at the undergraduate level. Interdisciplinary *programmes* involving several courses aimed at specialization in a particular field at the undergraduate or graduate level, are discussed in greater detail in Section VII.

2. *IT IS RECOMMENDED that the University encourage the introduction on an experimental basis of a few problem-oriented interdisciplinary courses. Such courses should be introduced under the existing administrative structure.*

III. ACADEMIC STANDARDS

Almost every submission received by the Commission stressed the need for high academic standards. Of the 300 responses to the student questionnaire (see Appendix F), the largest proportion named improved standards as the most urgent academic requirement of the University. There was not complete unanimity, however, about entrance requirements. Some submissions favoured a considerable raising of the standards for entrance to the University, while others felt that there should be an 'open door' policy but with severe academic hurdles at an early stage of a student's university career.

Academic excellence has traditionally been declared as the primary goal of the University of Victoria. That this has been achieved in some areas is evidenced by the fact that in recent years, in competition with students from universities throughout North America, students of this University have won many highly prized awards. Since 1963 they have been awarded nine Woodrow Wilson Fellowships, three Rhodes Scholarships, two Commonwealth Scholarships and in 1971 the first Queen Elizabeth II Scholarship in British Columbia.

Prior to 1963 there was an automatic check on standards since most Victoria College students transferred to, and had to meet the course criteria of, the University of British Columbia. There is probably no better incentive for the maintenance of high academic standards than the knowledge that one's students must face external evaluation. When such external evaluation is not available it would seem essential to develop an internal system directed to the

maintenance of high academic standards.

1. Entrance Standards

The Commission considered standards at three levels, namely, entrance standards, course standards, and graduation standards. At the present time the entrance standards for the University of Victoria appear to be as low as any in Canada; a C average in four Grade XII subjects and eight Grade XI subjects. Some preliminary studies indicate that those students admitted to the University with a high-school average of less than C+ have only one chance in five of graduating, and that graduation is achieved only by repeating a very large number of courses. It is doubtful that the admission of poorly qualified students can be justified on educational or economic grounds. On the other hand, arbitrarily raising entrance standards, for example, to a C+ average, is not the complete solution since there may be wide variation in course grading among high schools.

The Commission is of the opinion that the University, the Province, and the students would best be served by the introduction of entrance and advanced placement examinations, and that the Provincial Department of Education would not only welcome such a move but would also be willing to assist in setting up such examinations. The implementation of such examinations would better ensure that the proficiencies of incoming students were suited to their chosen courses of study, and lead to a uniformly improved quality of education.

3. *IT IS RECOMMENDED that the University proceed immediately to institute entrance and advanced placement examinations. As a first step in this programme, examinations should be available in 1973 for those students whose nigh school graduating averages are C+ or below, and for those students who seek advanced placement. As a second step, the examination of all entering students should be implemented in 1974.*

2. Course Standards

What is the level of course standards in the various departments at the University of Victoria? An objective answer to this question does not appear to be possible at this time. However, the acceptance and success of many students from this University into graduate schools throughout North America and the United Kingdom indicates that in some disciplines standards are at a high level.

The question of variations in the distribution of grades among the various University departments was frequently raised. A review of University records (see Appendix G), indicates that some departments give a significantly larger proportion of high grades than do other departments, while some give a significantly larger proportion of failures. Some departments have very low failure rates in the first year but increasing failure rates in later years; a practice which, in the opinion of the Commission, is highly undesirable.

The Commission noted that in some courses no grades other than A had been given for several years even though there appeared to be no special selection of outstanding students. Such information is, of course, very difficult to interpret. The differences may be

due, for example, to the fact that some disciplines tend to attract better students, or that some departments offer better teaching and motivation to their students. However, the evidence provided did not relate such factors to the grading patterns. The Commission hesitates to suggest ways in which information on the distribution of grades should be used, but as a minimum, it seems appropriate that it should be made available to all departments in order that they have some basis for a comparative assessment of their assignment of grades.

3. Graduating Standards

The Commission believes that the University should have a more objective evaluation of what must surely be its most fundamental concern, namely, the quality of its graduates. Graduating standards may be easier to evaluate than course standards in that relatively objective comparisons can be made in each discipline with the standards at other Canadian universities. One can, for example, make comparisons with syllabi, the texts used in senior courses and, where they are available, examination papers of other universities. It would seem most appropriate that these comparisons be made by faculty members within their own discipline. Nevertheless, since this is clearly a University responsibility, the Commission suggests that certain academic officers of the University be charged with the responsibility of ensuring that such comparisons are carried out on a regular basis. The results of these comparisons should be available to the Senate, and particularly to its Curriculum and Academic Planning committees.

Concern was expressed to the Commission about the fragmented nature of those degree programmes which consist of a series of unrelated courses, throughout which little effort is made to provide the articulation needed for an overview of the discipline. It was noted that some departments presently require their honours students to take a graduation examination in order to permit the student to demonstrate his understanding of the discipline as a whole. Such an evaluation would appear to be valuable in all honours programmes.

4. *IT IS RECOMMENDED that a senior academic officer of the University be responsible for maintaining a continuing record of course grades, the methods of evaluation used, and graduating standards in all disciplines, and include comparisons made both internally and with other universities across Canada. This information to be available to all departments and to appropriate University committees.*

IV. TEACHING AND LEARNING - AN INDIVIDUAL APPROACH

Why should a student attend the University of Victoria in preference to a larger university with a much wider spectrum of offerings? An answer to this question may be found in the responses of about 300 students who completed a questionnaire circulated by the Commission (see Appendix F). The majority of students said that the strength of this University lies in its small size and the close contact which is possible in most departments between students and faculty members. Almost every person or group who spoke or wrote to the Commission appeared in favour of continuing this state of affairs. The Commission is of the opinion that the University should acknowledge and intensify these particular characteristics of its academic programme.

1. Size of Enrolment

A few years ago when the University's enrolment was increasing rapidly every year, it appeared that a decision on the upper limit of our student enrolment was of great importance. Due to several causes, such as unemployment, the creation of the community colleges, and an apparent disillusionment of some students about university education, enrolment at the University seems to have stabilized at about 5,000 students. It seems likely that there will be no major increase in enrolment for five years or so.

Bearing in mind these trends, as well as the goals which it perceives for the University, the Commission believes that it is unnecessary at this time to specify an upper limit for enrolment. It is more appropriate to concentrate upon the development of means of

raising the standards at the institution than to plan for enrolments which may never materialize. The desire for larger enrolments, the Commission believes, should be replaced by a quest for a higher quality of education.

5. *IT IS RECOMMENDED that there be a re-assessment of the goals of the University no later than the summer of 1978 to determine whether the goals suggested here are still appropriate. In the event, however, that undergraduate enrolment approaches 6,000 students prior to that date, an immediate re-assessment should take place.*

6. *IT IS RECOMMENDED that no section of the University be granted additional faculty, facilities, or funds without clear demonstration that the highest standards and quality of education are being maintained. Thus each section of the University, with its existing faculty and facilities, must limit the number of students in a programme when additional enrolment would adversely affect the quality of education provided.*

These recommendations have important implications for present policies of funding and allocation of faculty and facilities. They imply that those sections of the University that offer the highest quality programmes should receive a proportionately larger amount of support. Quality should be regularly assessed, not only within departments themselves but by comparison with what is offered and attained elsewhere (see Rec. *57*).

2. Initiation of a Tutorial System

In order to enhance close contact between faculty and students, it is recommended that the University initiate a system

which will encourage a student-tutor relationship. It is suggested that every undergraduate student have a designated faculty tutor. It would be required of both the tutor and the student that they meet together a minimum number of times during the academic year. In a typical situation the tutor would become aware of the student's background, aspirations, and progress in his various courses. The student would have the opportunity to learn something of the wider aspects of university education and thus develop a better understanding of the rationale and relevance of the programme he is following. Students have rejected paternalism, particularly when it takes the form of regulation by an impersonal system. Evidence furnished to the Commission suggests, however, that students would welcome closer interaction with the faculty and the Commission believes that such a system would help many students with problems about which they do not seek assistance until it is often too late for a satisfactory solution.

If such a programme were introduced on a gradual basis, it would appear to be of most value for students in their first year at the University. If, as seems desirable, it were applied to all undergraduate students, it is suggested that a different tutor be appointed each year. This would permit a student to meet several faculty members and avoid the continuation of unsatisfactory student-tutor relationships. Successful relationships could be continued on an informal basis. The price of such a tutoring system would be a somewhat greater demand on faculty time, but the potential benefits are obvious.

7. *IT IS RECOMMENDED that the University establish a programme which will encourage a student-tutor relationship in which every undergraduate student would have a designated academic tutor, and in which both the tutor and the student would be required to meet at least once per month during the academic terms.*

3. The Learning Environment

In recent years there has been much discussion about the quality of university teaching, and about the ways in which teaching can be evaluated and appropriately rewarded. After considering this problem, the Commission suggests that we should be emphasizing "learning" rather than "teaching", and that the University should be recognized as a place for learning rather than as a place for teaching. If students are learning well, then they are being taught well, regardless of the specific teaching techniques used. A review of the very large number of teaching experiments which have been carried out during the past fifty years indicates that if certain conditions are met there appears to be little or no significant difference in the efficacy of various teaching techniques such as lectures, lectures with discussion, seminars, automated instruction, or guided independent study. This research indicates that the necessary conditions for good learning are (a) clearly defined course objectives; (b) provision of adequate resource material in the form of lectures, notes, books, films and tapes; and (c) frequent testing and evaluation to determine whether or not the course objectives are being met. In discussing the quality of teaching, we often concern ourselves solely with the technique by which the resource material is

provided, and yet this may be the least important part of good teaching.

The Commission believes that it is a responsibility of the University to approve the objectives of each course, and that these objectives should be clearly stated. Presently, the various curriculum committees appear to be concerned with course content, only. They should also be concerned with course objectives. The description of a course given in the Calendar, as approved by Senate, is normally only a brief listing of some of the course contents, not the course objectives. For example, course objectives might specify the type of problem a student should be capable of solving, that he should have the ability to research certain types of problems on his own, that he should be able to prepare a well-written report, that he should be able to demonstrate certain knowledge and understanding, etc. The ways in which these objectives are to be met and the specific topics to be discussed would, of course, be left to the discretion and ingenuity of the instructor.

In reviewing the quality and kind of teaching at the University of Victoria, it appears that there may be an over-emphasis of the traditional three lectures per week. We believe that a primary aspect of university education, in any discipline, is learning how to learn, and it may not be in the best long-term interests of the student if he is encouraged to place undue reliance on his instructor for resource material.

It seems probable that the main reason why negligible

differences are found among the results of various teaching methods is because most of them depend, ultimately, on independent study by the student himself. It may be more logical, therefore, to reverse the conventional view of teaching and learning and to define a course largely in terms of its independent study element. In other words, teaching methods in higher education should be considered as aids to independent study in which the instructor acts as the co-ordinator of the student's learning experience. The most effective part of a student's time is spent in independent study and when he leaves the university it will most often be the only method available to him.

Recent experience in new instructional approaches, such as those now being used by the British Open University, has shown the effectiveness with which a team of experts can produce a very high quality curriculum for students who would expect to have minimum contact with a tutor. The most important feature of this curriculum is the high degree of integration of all of the instructional media; textbooks, television, radio, videotapes, audiotapes, experiment kits, laboratory equipment, etc. (see Appendix C). The application of this approach at the University of Victoria would provide the instructor with a well developed curriculum that meets the standards of his department, and a variety of instructional resources that could be used by him in co-ordinating the learning experiences of his students. An annual review of the effectiveness of each course, and its redevelopment every four or five years, would ensure both

the quality and integrity of the curriculum.

Learning aids can be divided broadly into three categories: structured presentations, such as lectures, textbooks, and films; unstructured materials, such as the wide variety of materials in a library; and structuring information, such as statements of objectives, conceptual maps, and graded assignments with knowledge of the results. If, however, there is concern with a learning process in which the priority objectives are the applications of principles and techniques to new situations, it is important that the student be able to create his own learning structure. In fact, the most important aim of higher education should be to develop students who can learn from unstructured materials without additional help. This independence is unlikely to be achieved without a carefully planned destructuring, in which highly structured first-year courses lead to relatively unstructured final year courses. The planned phasing-out of imposed structure during an undergraduate programme should be an important feature of university education.

The majority of courses given at the University of Victoria consist of a single instructor with a fixed number of students in a section, meeting in the same place, on a regular schedule three times a week. The instructor normally performs a number of functions directed toward communicating the course objectives; structuring the field; presenting factual information; explaining difficult concepts and problems; motivating the student; developing critical thinking; changing attitudes; encouraging originality; developing powers of

self-evaluation; and developing the ability to solve problems. Not all of these functions are necessarily best performed with a fixed number of students in a fixed location. Some may best be performed with a large group, as for example, film presentations and elaborate demonstrations; others in small discussion groups, or in individual meetings with the instructor and student alone. In addition, there would appear to be considerable benefit in encouraging groups of students to meet together in discussion groups without an instructor. In this situation, students may be more willing to express their ideas freely and to criticize the arguments of other students, than they might be in the presence of an instructor. Other functions may best be achieved by the distribution of written material.

This flexibility is, of course, permitted to the instructor at the present time and no change in University policy is required. Nevertheless it seems appropriate that we should draw attention to the possibility of more dynamic and, hopefully, more effective methods of university education.

It was suggested that the academic activities of the University have been stimulated by the exchange of faculty members between departments and faculties. In this way the broad range of faculty expertise has enriched the experiences, not only of students, but of colleagues as well. In addition, there were suggestions that more use should be made of the wealth of expertise that is known to exist beyond the university community; that recognized authorities should be invited to participate as guest lecturers and seminar leaders over extended periods within the regular course structure.

The need was expressed for a registry of the academic interests of all faculty members as well as those of potential guest lecturers (see Rec. *50*).

4. The Evaluation of Student Achievement

We believe that it is the responsibility of the department chairman or head to ensure that in each course students are made fully aware of the objectives of that course; that they are provided with adequate resource materials in order to meet those objectives; and that the evaluation methods used have, in fact, determined how well the student has achieved the course objectives.

An instructor should be able to provide documentary evidence that he has performed these functions. We believe this documentation to be important particularly for student evaluation. It is recognized that a variety of evaluation techniques may be appropriate, but the University has a responsibility to retain, at least for some period, documented evidence of the student's achievement. For example, in the case of an oral examination, we believe that there should be a record of the questions asked of the student and of the examiner's evaluation of his response.

8. *IT IS RECOMMENDED that the University accept the responsibility of ensuring that the objectives of each course are defined; that adequate resource materials are provided so that the students may achieve those course objectives; and that students are evaluated on the basis of their achievement of course objectives.*

5. The Evaluation of Teaching Effectiveness

The importance of high quality instruction in stimulating and motivating students to learn is so great that its attainment cannot reasonably be left to chance. It is the opinion of the Commission that departmental chairmen or heads must be assigned the responsibility of ensuring that effective teaching occurs in all courses within the department. This would include an annual review of each instructor's teaching effectiveness. Such a review would require that the instructor provide evidence of the extent to which the objectives of his courses had been met, together with his plans for the improvement of future offerings. The outcome of this review would have clear implications for the maintenance and enhancement of the quality of the department's programmes as well as the professional development of the instructor.

To facilitate such a review, there should be standard procedures whereby students can provide the instructor with feedback as to their perception of the quality of the instruction they are receiving.

The Commission concurs with the following statement of the Senate Committee on Teaching Effectiveness which suggested than an instructor should meet a set of minimum criteria:

> "There should be evidence of an instructor's interest in the course, in that he appears at classes on time, and cancels them only in extraordinary circumstances, and with the knowledge of his head of department. There should be an early provision of a syllabus which, in general, should be followed

throughout the course. Techniques of testing and assignments should be used to ensure that the student works steadily throughout the period of the course. Classroom time should be used for matters directly related to the objectives of the course."

"There should be evidence that an instructor is interested in his students. He demonstrates this by promptly returning assignments, essays, and test papers, with comments which explain the assigned marks. The instructor should be available for consultation on a substantial time scale with office hours which are made known and observed. He should be unwilling to spoon-feed, and there should be no overt cultivation of popularity."

"There should be evidence of an instructor's insight into the learning process in that he provides reasonable and adequate resource material; avoids one-sided views, spaces his assignments regularly throughout the year, avoiding concentration at the end of the term; is frank with respect to what he does not know, and about what is his personal opinion; and prepares his lectures with a view to stimulation rather than the regurgitation of a text."*

9. *IT IS RECOMMENDED that the chairman or head of each department be required to make a formal annual review of the teaching effectiveness of each instructor in his department, and that the procedures for such be established by the University.*

10. *IT IS RECOMMENDED that in order to inform a faculty member as to the extent to which he has met the criteria of teaching effectiveness, standard procedures be developed to provide him with such evidence.*

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*Progess Report of the Senate Committee on Teaching Effectiveness, dated 30 March 1971, received by Senate at its meeting on 14 April 1971, and filed.

6. A Centre for Instructional Technology

The University has always claimed that high quality teaching was its primary concern and from the evidence presented to the Commission we believe that this aim has been achieved in parts of the University. Nevertheless it appears that the majority of faculty members have received little formal guidance in teaching techniques. The lack of opportunity for such guidance should be remedied. All instructors should have an organized opportunity to maintain awareness of the techiques of lecturing, conducting discussion groups, structuring courses and evaluating students.

There is a need for a Centre for Instructional Technology on this campus where an instructor could obtain information on teaching and learning techniques, course development, films, video tapes, computer-assisted instruction, etc., and where there could be an exchange of ideas on teaching and learning. Scheduled seminars on these subjects would be open to all members of the teaching staff, including laboratory and teaching assistants.

11. *IT IS RECOMMENDED that a Centre for Instructional Technology be established to provide a facility for the exchange of ideas on all aspects of teaching, learning, and evaluation methods.*

V. GRADUATE STUDIES

Graduate studies are considered to be an essential element in academic programmes of most universities throughout North America and Europe. The values of such studies are both intrinsic and extrinsic. They advance the frontiers of intellectual inquiry; they produce trained minds for future research and education; and they provide a stimulus to the undergraduate programmes.

1. Graduate Studies at the University of Victoria

In September 1965 the Senate established a School of Graduate Studies to be administered by the Senate Committee on Graduate Studies, with the chairman of that committee being the Chairman of the School. In May of 1967, on the recommendation of that Committee, Senate approved the establishment of a Faculty of Graduate Studies as of 1st of September, 1967. At that time permission to introduce programmes leading to Master's degrees was given to eight departments with four of those departments receiving approval for programmes leading to the degree of Doctor of Philosophy. Programmes in the Faculty of Education were approved for Master's degrees.

Most disciplines in the University now offer graduate work. In 1972 there was a graduate student enrolment of 365. At the Convocation of 1972, 51 Master's degrees, and 7 Ph.D.'s were awarded, bringing the University's totals in these categories to 184 and 12, respectively. The largest number of Master's degrees have been in Education (44), followed by Physics (28), Biology (23), and Psychology (22). Of the Ph.D.'s awarded to date, four have been

in Biology, four in Psychology, three in Chemistry, and one in Physics.

No complete record of awards won by our post graduates could be found but it is known that since 1968 they have won at least three Commonwealth Scholarships, while Master's degree graduates have won scholarships for Ph.D. studies at such universities as Cambridge, Berkeley, Hawaii, Toronto, and Trinity (Dublin). Several of our Ph.D. and Masters graduates now hold university faculty appointments.

While not unanimous, a large majority of statements and submissions received by the Commission reaffirmed the necessity of a vital graduate programme at the University of Victoria. However, the weight of the evidence emphasized the need for the University to reassess its policies relating to Graduate Studies, particularly with respect to the selection of disciplines and areas for graduate study, standards to be attained, the use of credit units, the use of directed reading courses, provision of financial assistance to students, and the recognition of graduate studies in faculty teaching loads.

12. *IT IS RECOMMENDED that Graduate Studies continue to be recognized as an integral part of the academic programme of the University of Victoria with appropriate allocations of funds and assignments of faculty time.*

2. Selection of Disciplines and Areas of Specialization for Graduate Studies

While most departments in the University now offer graduate studies, the Commission does not believe that all departments should necessarily do so. Indeed, it feels that the rationale and justification for present programmes, as well as proposals which are currently under consideration should be carefully reviewed to ensure that at least the following criteria are being (or would be) met:

a) that there is a sufficient number of qualified faculty who are committed to graduate studies, and who are themselves actively engaged in research in areas relating to such studies in the department;

b) that the programme is especially appropriate for the University of Victoria;

c) that the graduates from the programme will be of such quality that they can expect to be accorded preference in the pursuit of their continuing careers.

The Commission suggests that unless these criteria are met, a department should not be involved in graduate studies.

Evidence considered by the Commission indicated that not all departments now offering graduate work meet the above criteria. In some cases graduate students have been supervised by faculty members with only a minor interest in graduate work, or who are themselves not actively engaged in research.

The strength and reputation of a department's graduate programme usually result from judicious specialization. Although most departments at the University of Victoria have focussed upon a few fields within their respective disciplines, some appear to have attempted to cover too broad a range. Such dispersal of effort has almost certainly prevented the attainment of the type of reputation which will attract the more highly qualified graduate student.

It was pointed out to the Commission that in recent years graduates with Master's degrees or Ph.D. degrees have sometimes found it difficult to obtain positions. While the Commission takes cognizance of this problem, it believes that the need for those with graduate degrees who are well trained and of high calibre will continue and, therefore, so long as the highest standards are maintained, graduate programmes should be continued in selected areas.

13. *IT IS RECOMMENDED that the offering of a graduate studies programme by any department of the University be dependent upon its meeting the following criteria: (a) that there is a sufficient number of qualified faculty who are committed to graduate studies, and who are themselves actively engaged in research in areas relating to such studies in the department; (b) that the programme is especially appropriate for the University of Victoria; and (c) that the graduates from the programme will be of such quality that they can expect to be accorded preference in the pursuit of their continuing careers.*

14. *IT IS RECOMMENDED that a review of the extent to which existing graduate programmes meet these criteria be completed by June 1973, and that programmes that do not meet the criteria be phased out.*

3. Standards in Graduate Studies Programmes

Serious doubts were raised to the Commission about the overall standard of graduate work in some areas of the University. In order to improve these standards, it is essential that the supervision of graduate work be carried out only by those with high interest and competence in graduate studies, where competence is defined not only in terms of academic qualifications but also of active participation in a research programme and experience in graduate student supervision. It would seem appropriate, for example, for faculty members who have only recently completed their own graduate programmes, to gain experience progressively in the supervision of Honours and Masters work before being entrusted the supervision of Ph.D. work. In addition, active participation in a research programme would appear to be an essential requirement for faculty participation in a graduate studies programme. Without such involvement, the faculty member is less likely to be able to provide the stimulation and guidance that graduate students rightfully expect.

One means of ensuring high standards is for the external members of supervisory committees to become more actively involved in the establishment of the student's programme of study, reviewing his

progress, and in evaluating his thesis and performance in the final examination. Evidence presented to the Commission suggested that external members are often involved in only a minor way in such functions. The Commission believes that the members of the supervisory committee appointed by the Faculty of Graduate Studies should accept such a position only if they are, in fact, willing to represent the University and to act as the University's guardians of academic standards.

Another means of ensuring high standards is the acceptance of broad definitions of what is required of Masters' and Ph.D. candidates. The Commission believes that, in general, a Master's degree should require a broad knowledge of the field of specialization, together with an in-depth study of a single problem. There should be a challenge to identify the problem and to solve it with minimum direction. A Master's programme should provide research training and discover the candidate's potential for original thought, and his research ability.

The Ph.D. degree is normally recognized as the highest professional academic qualification. It should signify a thorough knowledge of the field and the ability to make an original contribution to the discipline. In both his thesis and examinations the candidate should be required to show ability to conduct original investigations, to test ideas, whether his own or of others, and to understand fully the relationship of the theme of his investigation to a wider field of knowledge.

Evidence considered by the Commission has suggested that while the foregoing definitions are broadly accepted by departments across the campus, and while most appear to be pursuing high standards, there are serious deficiencies in the work produced by graduate students in some departments. This is revealed particularly in theses presented for Masters' degrees.

15. *IT IS RECOMMENDED that graduate research be supervised only by those faculty members who are themselves active researchers.*

16. *IT IS RECOMMENDED that external members of Supervisory Committees play a responsible role in drawing up programmes of study, monitoring progress, and in reviewing theses.*

4. Course Units

The present system of assigning credit units to courses and theses is clearly inappropriate for graduate studies and lends itself to abuse. An example is the use of course unit requirement as a measure of minimum qualifications. Unit values for graduate courses throughout the University vary from one to six, and yet persistent questioning has failed to reveal the basis for this allocation of units. There is even less consistency in the allocation of units for theses. Theses unit values may vary from three or possibly less, to 18 or more, and yet a review of graduate theses fails to reveal any obvious relationship between the quality of the thesis and the number of units assigned.

The Commission believes that the course unit system leads to numerous inconsistencies, and may well result in a lowering of standards.

An alternative to the present system would be that each department set out the minimum requirements for a graduate degree. These requirements would be defined in terms of the prerequisite knowledge and basic skills, and would be approved by the Faculty of Graduate Studies. Programmes would then be designed to ensure that a student reach this standard in order to graduate. This would overcome many of the anomalies of the present system in which different departments award differing amounts of credit for similar amounts of work.

17. *IT IS RECOMMENDED that the Faculty of Graduate Studies give serious consideration to the replacement of the present course unit system with a system which sets out minimum requirements of skill, understanding, and research contribution for the award of graduate degrees.*

5. Directed Reading Courses

The Commission was also concerned with the apparent abuse of directed reading and directed study courses. In many cases little, if any, record seems to have been maintained of the objectives and extent of such reading or study, or of the evaluation procedures which were used in grading. Just as important, it was seldom clear why directed reading courses were selected rather than lecture courses

or seminars in the subject, offered either in the student's own department or in a cognate department.

The Commission suggests that directed study and directed reading courses should only be accepted by supervisory committees when there is adequate documentation of the course objectives, content, resources, and the evaluation procedures which are to be used. Directed study and directed reading courses should not be permitted where there is an appropriate course available on the campus.

18. *IT IS RECOMMENDED that the Faculty of Graduate Studies (and other Faculties as well) revise present policies relating to directed reading courses to ensure that student performance is adequately assessed, and that the fullest possible advantage is taken of formal courses offered on the campus.*

6. Financial Assistance

At the present time the University allocates $155,000 a year to the support of graduate students in the form of 30 fellowships worth $3,500 each, and 50 scholarships worth $1,000 each. Partial support is also available from the University in the form of assistantships worth up to $800 per year, and through research assistantships worth up to $1,000 per year and paid from faculty members' research grants. Such financial assistance is well below that offered at institutions of comparable size in the rest of

Canada, both in terms of amounts of awards and number of awards. Fellowships at some Canadian universities, for example, are worth more than $6,000 a year. Scholarships at several institutions are worth more than $3,000 a year. In some cases, these awards also carry a remission of fees; at the University of Victoria they do not. As a consequence net income to students from scholarships is substantially lower than at many other institutions.

Not only is the amount of funding smaller, but the procedures by which awards are decided seem unduly cumbersome. Ideally, when a student applies for admission to graduate studies there should be an immediate review of his qualifications and interests to determine whether there is a suitably-qualified faculty member willing to supervise his programme. If the answer to this question is negative, the student should be informed quickly of his rejection so that he may seek entry elsewhere. If the applicant has outstanding qualifications, however, there must be a method available to immediately confirm his acceptance and offer him adequate financial support.

At present qualified students are admitted to programmes before it is known whether there is an interested and suitable faculty supervisor available. In addition, the awarding of fellowships and scholarships appears to be a very lengthy procedure, often resulting in many months' delay before an applicant is informed whether or not he has won such an award. By that time most of the highly-qualified applicants have been admitted to other universities. The present procedures for determining admissions and awards clearly need revision.

Policies relating to the length of time for which the University provides financial aid to graduate students should also be altered. At present such assistance carries neither the expectation of renewal nor any specific time limit. This has meant that a student coming to the University of Victoria with a fellowship or scholarship, and maintaining a satisfactory standard throughout his first year, may find his grant withdrawn half-way through his programme if an awards committee judges that there are new applicants with better qualifications. On the other hand, some students have been supported by the University for as long as six years. Motivation to complete studies in reasonable time would probably be increased if time limits were set for the University contribution towards graduate programmes.

The Commission suggests that the University should limit financial aid to two years for a Master's degree and an additional three years for a Ph.D. degree. Support should be granted on an annual basis with automatic renewals upon satisfactory performance documented and endorsed by the student's supervisory committee. In exceptional circumstances, aid could be granted for a longer period but only if the case received whole-hearted support from the supervisory committee and the Faculty of Graduate Studies.

Beyond the financial assistance provided by the University, graduate students may apply for scholarships furnished by the Federal Government, particularly in the natural sciences. Students at the

University of Victoria have had many such awards. National Research Council (NRC) scholarships and fellowships are an example. These are awarded on the basis of performance in undergraduate programmes, and enable the recipients to continue with graduate studies at the University of their choice.

Students of the University of Victoria receive proportionately the same number of external scholarships as students of other Canadian universities. However, there is not a corresponding influx of scholarship holders into this institution. The net result is that the University has proportionately fewer graduate students holding external awards than other comparable Canadian universities. The clear implication is that the academic reputations of the latter are perceived to be higher. Should the University of Victoria enhance its reputation in graduate studies, therefore, the number of external scholarship awardees at this institution may be expected to increase also.

19. *IT IS RECOMMENDED that the University revise its present policies with respect to the provision of financial aid for graduate studies, including the offering of more valuable fellowships, the acceleration of procedures of reviewing applications for aid, and the development of criteria which would ensure greater equity in the allocation of such aid amongst students from various departments.*

20. *IT IS RECOMMENDED that the University normally limit financial aid to two years for a master's programme and an additional three years for a doctoral programme.*

7. Recognition of Graduate Teaching and Supervision in Faculty Work Loads

When the Faculty of Graduate Studies was established in 1965, it was generally agreed that graduate studies would be carried out, in the first instance, without additional demand on the University budget, although there appears to have been no official statement of this policy. Graduate teaching was to be carried out by faculty in addition to their normal undergraduate teaching duties, with equipment and other facilities to be provided from the undergraduate budget. Although most departments now appear to consider the teaching of graduate courses to be part of a faculty member's teaching load, there is normally no allowance made for the time spent supervising graduate students and, particularly, supervising theses. It is clear that unless such an allowance is made, faculty members will have difficulty in performing adequately the responsibilities allocated to them. The result is a lowering of the quality of instruction.

The Commission strongly supports the view that graduate teaching and supervision be recognized specifically in the allocation of a faculty member's duties, and that he not be expected to add such teaching to a normal undergraduate load. It suggests, in addition,

that the University adopt policies which would allow some faculty members to concentrate largely on graduate studies and others to devote most of their efforts toward undergraduate instruction.

21. *IT IS RECOMMENDED that responsibilities relating to Graduate Studies be accorded specific recognition in the determination of faculty work loads.*

VI. CONTINUING EDUCATION

One of the views frequently presented to the Commission stressed the need for expanding the academic horizons of the University. It was suggested that the University has been overly concerned with providing credit courses for its degree programmes and has somewhat overlooked providing a more broadly accessible educational facility. In addition, part-time students appear to have been treated as second-class citizens in that they are not eligible for awards and assistance and little effort is made through timetabling to assist their programmes. The submissions received by the Commission, however, acknowledged that the University has an active and well-organized Division of Continuing Education, but that its expertise could perhaps be put to greater use.

Continuing Education can be considered under three headings: (a) part-time students taking degree credit courses; (b) courses leading to professional diplomas, or the updating of professional qualifications; and (c) non-credit, general educational courses. The Commission believes that the University has the opportunity and responsibility to function in each of these areas. It is suggested, therefore, that all academic officers should accept the provision of such services as a major part of their responsibilities in the same way as they do the regular undergraduate and graduate programmes.

1. Part-time Students

There seem to be no valid reasons for most of the distinctions

between full- and part-time students in the University regulations. It would seem appropriate for the University to encourage part-time students since they are often older and more mature and can add much to the University life of younger students. The regulations should, therefore, be reviewed to remove some of the unnecessary restrictions. In addition, there should be a review of awards and scholarships to see which of these might be applicable to part-time students; for example, the remission of fees. As a start, the title "part-time student" might be removed so that such a student is made to feel a part of a whole student body.

Above all, there should be a review of the timetable to provide sections of courses in the late afternoon and evening to accommodate the employed student. It appears that two-thirds of the first- and second-year courses have four or more sections. If one of these sections were given in the late afternoon or evening, in alternate years, a student could complete much of his education by part-time study. With such a system, a faculty member would not normally be required to teach an evening section more than once every six to eight years.

Experience in those courses already offered at later hours indicates that full-time students often select evening sections in preference to day sections. In addition, the possibility of some sections being taught in a single three-hour session on one evening should be investigated. In some courses where this has been done in

the past both faculty and students expressed enthusiasm for such timetabling.

The degree programmes of the University should be investigated, with a view to offering more third- and fourth-year courses after 4:30 in the afternoon. The exact demand for such courses will not be known until more have been offered on an experimental basis, but the University has a particular responsibility here since evening courses at this level cannot be offered by the regional colleges.

The question was raised as to the academic desirability of permitting students to obtain credit towards a degree over an extended number of years. The Commission could find no reliable evaluation of this matter although it was felt that in some disciplines, particularly those involving specialized skills, the development and maintenance of such skills requires constant and intensive practice. Further, by learning over an extended period, the student might not develop a balanced overview of his discipline, although this could be evaluated by means of a comprehensive graduation examination, as suggested in Section III.3. In this regard it is suggested that the University's limitation on the time for completion of a degree, and the residential requirements, be reviewed.

The suggestion was made to the Commission that a special officer of the University be made responsible for advising and assisting part-time students. Although there is merit in this suggestion, the Commission feels that this might accentuate the

differentiation between part-time and full-time students and we recommend that the offices of the Deans, Departments, Counselling Services, and Registrar make appropriate services available to all students equally, and become more aware of and better able to deal with the special problems of students who, for various reasons, do not undertake a full course of study.

22. *IT IS RECOMMENDED that whenever possible the University regulations not distinguish between full- and part-time students.*

23. *IT IS RECOMMENDED that the University review its timetable with a view to offering more courses at times suitable for off-campus students, and that these be scheduled to provide planned continuity for complete programmes.*

2. Professional Courses

The University has a responsibility to assist practitioners in a variety of professions to up-date their qualifications. This may be done both with diploma and non-credit courses, and almost all professional bodies that were consulted expressed considerable interest in such opportunities. Those consulted included teachers, public administrators, engineers, doctors and nurses. It was noted that most of such courses now being given are financially self-supporting.

In some disciplines the University may not have suitably qualified personnel to offer appropriate instruction but could provide the administrative services and accommodation for programmes arranged by the professional body itself and approved by the University. To broaden this service to the community, the University should be willing to provide such courses at sites other than the Gordon Head campus. For example, teaching at a downtown Victoria location might provide a very valuable service, and experience indicates potential success for courses and professional workshops offered at other locations both on Vancouver Island and in the British Columbia interior.

24. *IT IS RECOMMENDED that the University, in co-operation with appropriate professional bodies, investigate additional ways in which it can offer educational services for professionals wishing to update their qualifications. Such services could be offered both on and off the University campus.*

3. Additional Educational Services

Many people in British Columbia do not have access to any form of university level education. Most commonly this is due to their living far from a large city, but it also includes handicapped persons and those confined in hospitals, institutions and prisons.

25. *IT IS RECOMMENDED that the University initiate discussion with the other British Columbia universities, the government of*

British Columbia, and various agencies in the province, with a view to providing university level educational services for those persons unable to make use of conventional educational facilities.

4. Non-Credit Education

On many occasions it was brought to the attention of the Commission that there is a strong desire by the public for more non-credit educational experiences which would enable people to better understand the complex problems of our rapidly changing society. The Division of Continuing Education already organizes a wide selection of such courses about which the Commission heard many favourable comments. A list of these courses offered since 1966 is given in Appendix H.

No major problems in this area were brought to the attention of the Commission and its only suggestion, therefore, is that this part of the University's programme be fully recognized and that all academic officers and faculty members of the University recognize their responsibility for initiating and participating in such programmes.

The existing opportunity for any member of the community to audit any course offered at the University (assuming classroom space to be available) is not widely known. Auditing students are not normally required to satisfy pre- or co-requisites. They may participate fully in the course, but do not receive credit towards a

degree. This aspect of the University's offerings should receive wider publicity.

5. Continuing Education Teaching Appointments

The Commission noted with concern that in most cases a faculty member who teaches a Continuing Education course receives a special appointment by the Board of Governors and additional remuneration for this work. This would appear to be an unnecessary condition when courses are given by full-time faculty members. It would seem appropriate that wherever possible such courses should be included in the normal teaching programme of the University, although non-credit courses given as part of a faculty member's teaching duties might perhaps count for less than a full credit course since they do not normally include extensive evaluation of assignments and examinations. The practice of faculty members teaching courses in addition to their normal duties for extra remuneration would appear to be undesirable other than in exceptional circumstances (see Recommendation *59*).

VII. AREAS OF SPECIALIZATION

Few universities, and certainly not one of the moderate size visualized for the University of Victoria, can hope to achieve all things in all disciplines. To best serve the community, and earn a respected position among academic institutions, the University must build its reputation through general excellence coupled with specialization in particular areas. By its public statements and resource allocations, the University's acknowledgement of specific areas of specialization allows such areas to flourish and gain broad recognition.

To select appropriate areas for specialization, the Commission has used four basic criteria: (1) the presence of special facilities arising from our location or historical development; (2) the presence of a nucleus of suitably qualified and enthusiastic faculty members actively engaged in appropriate scholarly programmes; (3) the need for such specialization as evidenced by demand; and (4) the absence of duplication of such specialization in other universities of British Columbia and western Canada. Of these criteria (1) and (2) are essential, while (3) and (4) may be considered important, but not determining. The areas of specialization which might qualify on the basis of these criteria may be classified into three categories: those within a single discipline; those involving several disciplines; and those which offer training in a particular profession.

26. *IT IS RECOMMENDED that the University establish the following as criteria for areas of specialization: (1) the presence of special facilities arising from our location or historical development; (2) the presence of a nucleus of suitably qualified and enthusiastic faculty members actively engaged in appropriate scholarly programmes; (3) the need for such specialization as evidenced by demand; and (4) the absence of duplication of such specialization in other universities of British Columbia and western Canada. Of these criteria (1) and (2) are essential, while (3) and (4) may be considered important, but not determining.*

1. Specialization Within a Discipline

There are already a number of academic areas in the first category which appear to meet all four criteria and which the University has recognized both in name and by the allocation of resources. Some examples of these areas are Astronomy, Computer Science, Linguistics, Marine Biology, Music, Nuclear Physics (TRIUMF), and Resources Management. Most of these programmes are now well-established and have brought considerable credit to the University.

The Department of Music has experienced such a rapid increase in the demand for instruction in the past two or three years that it has had to impose strict limits on enrolment. At present its programme is confined to those majoring in music. Qualified applicants from other faculties are unable to obtain instruction in the Department

due to lack of staff and facilities. In addition, the Department provides a unique service in the form of concerts involving both the University and the community at large. The value of these concerts was frequently acknowledged in submissions to the Commission. The Commission believes that in view of the reputation for high quality instruction enjoyed by the Department, and the growing demand for its services, the University should give serious consideration to the provision of additional funds to enable it to accommodate a larger number of qualified students.

Presentations made to the Commission suggested an increasing demand for clinical psychologists in British Columbia and Canada. Although the facilities for such a programme were provided in the building now occupied by the Psychology Department, these have not been used for that purpose. The Commission believes that the University should undertake an immediate review of the merits and potential costs of such a programme, and that this review should take into account the implications that an expansion of Clinical Psychology would hold for various other specializations within the Department.

There are, undoubtedly, other areas which would meet the criteria set out above but which have not been specifically acknowledged. An obvious one is British Columbia historical studies for which there is evidence of student and faculty interest, as well as a prime local facility in the form of the British Columbia Provincial Archives.

27. *IT IS RECOMMENDED that on the basis of the criteria (as in Recommendation 26), the University acknowledge certain areas of specialization within individual departments. Such areas should receive special consideration in the allocation of the University's resources.*

2. Interdisciplinary Programmes

In this category there are some programmes already in existence and others contemplated. These include Environmental and Resources Management Studies, Liberal Arts programmes, and Pacific Rim Studies. After a review of these programmes the Commission found that they appeared to meet the basic criteria. However, some concern was expressed that while Pacific Rim Studies involved a group of specialists who had studied various aspects of the Pacific, there seemed to be little evidence of co-ordinated scholarly activity aimed at study of the Pacific region as a whole. This appears to be a basic requirement for future growth of a programme in Pacific Studies.

The prime candidate for a specialized interdisciplinary programme would appear to be Marine Sciences. The presence in the district of the Bamfield Research Station, the Defence Research Establishment Pacific (Pacific Naval Laboratory), the Marine Sciences Branch of the Department of the Environment, and the high probability of the foundation of a large marine sciences research institute in Victoria in the next few years, are facilities which should not be

overlooked by the University. In addition, there are well-established and productive research programmes in this area being carried out in the departments of Bacteriology and Biochemistry, Biology, Chemistry, Geography, Mathematics and Physics. A closer collaboration between the marine specialists in these disciplines would enhance the University's opportunity for contribution and recognition as a centre for marine science studies.

Another candidate is Environmental and Resources Management Studies. The University has developed some reputation for research and training in this connection, particularly through the departments of Biology, Economics, Geography and Political Science. Faculty members have acted as advisors to government agencies in these fields, and many students have found employment in agencies and organizations pursuing studies of resources management and various environmental problems. Increasingly studies in these fields require understanding of several disciplines, and experiments in co-operative research and teaching at the University appear to have proved fruitful. Proposals for an interdisciplinary programme in environmental and resources management studies have received support from faculty as well as from students.

How is a university with limited facilities best able to support such programmes? The Commission considers that as a minimum undertaking this University should acknowledge specialization in selected areas by title, by the appointment of a director, and by

the provision of minimal facilities and staff. For this purpose the University should establish a number of interdisciplinary *Institutes*. These Institutes would be responsible for organizing course programmes at the undergraduate and graduate levels in conjunction with the appropriate departments. The Institutes must be founded on a basis of high quality and productive team research to provide an integrated approach to stated problems.

For each Institute a director should be appointed with an appropriately reduced teaching load of perhaps fifty per cent. Minimum facilities should be an office, a secretary and, if possible, a study room where pertinent materials could be assembled. When such an Institute is founded it should be subjected, after a period of five years, to a detailed and critical review to determine whether the Institute should continue in its present form, be given additional resources and permitted to grow, or be disbanded so that the resources could be allocated elsewhere. In this context, it is hoped that any such Institute based on active and relevant research would be able to attract significant funds to the University and perhaps become largely self-supporting.

The intent of such Institutes is to transcend interdepartmental barriers and provide a facility for specialists in several disciplines to work together in solving complex problems. This purpose will have been defeated, however, if the establishment of Institutes builds new barriers which then separate specialists from other members of their

own discipline. It is considered that limitation in the physical facilities provided for Institutes would circumvent this problem, yet still permit an institution to perform its major co-ordinating functions.

28. *IT IS RECOMMENDED that the University establish a number of interdisciplinary Institutes, which would be based on high quality, goal-oriented team research, and which would be responsible for organizing, in co-operation with the appropriate departments, study programmes at the undergraduate and graduate levels. Establishment would include the appointment of a director, who would be expected to continue some part of his teaching duties, and the provision of secretarial assistance and appropriate office space. The programmes of such Institutes should be subjected to intensive review after five years of operation.*

3. Professional Schools

The Commission accepts the view and experience of most universities that professional schools are integral components of their academic structures. However, the University of Victoria has at present only one professional school, the Faculty of Education. The Commission is of the opinion that had the University established additional professional schools earlier in its development, its role would have been better understood by the community at large and its contributions would have been greater.

During the past five or six years the University has studied proposals for several such schools. Authority for a School of Nursing was approved by Senate in 1966, for a School of Social Welfare in 1967, and a School of Law in 1969. For reasons which are not clear to the Commission, University resources were not allocated for the establishment of these schools.

On the basis of the criteria previously stated, the Commission reviewed the proposals for these and several other professional schools. In its review the Commission placed particular emphasis on the needs of society for specialists in the given field and on avoidance of duplicating similar programmes in western Canada. It was also realized that by their nature some professional schools require considerable funds, not only for providing basic facilities but for their continued operation. Such schools could only be contemplated, therefore, if the major funding could be provided and guaranteed independently of the existing University budget.

In considering the various proposals made to the Commission, there appeared to be one candidate which clearly met all the criteria. This was a proposal for a School of Administrative Studies which would initially specialize in public administration. There is no other school offering such training in western Canada and it is understood that the other British Columbia universities are not planning to enter this field. There is a considerable demand for this form of education, as is evidenced by the number of applications received

annually for admission into the University's Executive Development Training Programme for Civil Servants; three times as many apply as can be accommodated. All forecasts indicate that the requirements for executive and administrative training for federal, provincial, and municipal government services will increase greatly in the future. There is already a nucleus of faculty members qualified to offer many parts of such a programme and the requirements for additional facilities are minimal.

Schools of Law, Nursing, and Social Welfare are other candidates which appear to meet most of the criteria. However, in all three cases the Commission received conflicting information, all from apparently reliable sources, as to the exact demand at this time for professionals trained in these fields. The Commission holds that the University should be prepared to commit itself to founding these Schools as soon as firm evidence of demand for graduates is presented by the professions, and the necessary additional funding is assured.

Toward the end of the Commission's deliberations a brief was received proposing the founding of a School of Optometry. This was one of the most detailed proposals received and appeared to meet the stated criteria. Such a School would, however, require a major financial commitment and adequate funding would have to be assured. The Commission suggests that the University continue its negotiations with the Canadian Association of Optometrists.

29. *IT IS RECOMMENDED that the University establish a number of professional schools selected on the basis of community need, academic suitability, and the availability of appropriate funding. A School of Administrative Studies, initially specializing in public administration, appears to meet these requirements. Schools of Law, Nursing, Optometry and Social Work are other strong candidates and the possibility of establishing them should be actively explored by the University, and a decision made in each case by June, 1974.*

VIII. RESEARCH

1. The Role of Research in the University

Research is now regarded as an integral part of the responsibilities of a faculty member at most universities in North America and Europe. In Canada and throughout the world, universities are the primary centres for basic research and the generation of new ideas and concepts. This activity perhaps more than any other distinguishes a university from other institutions of post-secondary education. It is important to recognize, however, that research may take a variety of forms, including inquiry, experiment, publication, and creative work of all kinds. Thus it encompasses the writing of poetry as well as the development of chemical compounds, the production of works of art and music, as well as the search for reasons underlying historical events. It should not be construed as including, however, the preparation of materials for course lectures, which normally requires the accumulation and organization of extant information and ideas rather than the generation of new data or new concepts.

Research plays several roles in the University. Its function is not merely to expand the intellectual horizons of the researcher but it is also a significant, if not a critical, input into teaching. Students have always been inspired by active minds, and research, by definition, requires active minds. Working on the frontiers of knowledge, the researcher has always something new to share with his students, and hopefully gains their critical appraisal of his ideas and his research.

Since its foundation, the University of Victoria has emphasized research, not only in its hiring policies but also in the provision of facilities, such as an outstanding library, and excellent laboratories. The faculty has received considerable financial support from external sources, amounting to almost one million dollars in the academic year 1971-72. The University has also provided support, particularly for the initiation of research projects. In 1971-72 some $184,000 was allocated for this purpose through the President's Committee on Faculty, Research, Leave and Travel.

Support from these sources has made possible the production of a large number of scholarly works. Research activity has helped the University gain national and international reputations in several fields.

Research at the University of Victoria was studied intensively by a President's Research Support Advisory Committee in 1967 (see Appendix I). It reviewed the nature and extent of research activity in the various faculties of the University, its sources of financial support, and its productivity. It made several recommendations which it believed would help overcome various impediments to this activity. Unfortunately, little or no action was taken on the Committee's report. Many of the suggestions, however, seem as germane today as they were when the report was presented. The Commission endorses the views of that Committee and the recommendations which are presented in this section are based in part on the Committee's suggestions.

2. Differences in Involvement and Support

Although much has been accomplished in the expansion of research at the University of Victoria, the effort remains uneven. There are major differences in research productivity both within and among departments. Various reasons for these differences were advanced to the Commission.

Research is more traditional in some disciplines than it is in others. Most natural scientists regard research as being an integral part of their work. Some social scientists and many in the humanities regard it more as a sideline or an obligation than as a key aspect of their endeavours. Financial support is more readily available to some disciplines than it is to others. Physical scientists have obtained generous support from the National Research Council and the Defence Research Board, whereas social scientists, and those in the humanities compete for a much smaller research allocation provided mainly by the Canada Council. While total grants to physical scientists often amount to over $20,000, those awarded to social scientists or those in the humanities are typically below $5,000. Those working in the physical sciences can often undertake their research in conjunction with their teaching, and can frequently hire research assistants to help them. In the social sciences and the humanities the direct involvement of the faculty member is often much more essential - as in reviewing literature, writing a novel, a poem, or composing a piece of music. In some social science projects personal interviewing by

the researcher himself is essential; the task cannot be delegated to an assistant. The facilities for physical science research - such as laboratories - are normally on the campus. This is often not the case for social scientists and those in the humanities, where there is a need for such facilities as archives, populations for interviewing, and so on. The needs of the two groups therefore are quite different.

Such differences are not always recognized in policies relating to the funding of research, and especially where researchers from several disciplines compete for the same source of funds. It was suggested to the Commission, for example, that it is normally much easier to obtain funds to purchase an oscilloscope for research in physics than a tape recorder for studies in geography, or a typewriter for historical research or creative writing. If this is so, such policies may have impeded the research effort in certain disciplines.

There were some intimations that policies of the President's Committee on Research, Leave and Travel may have failed to recognize the differing needs of various disciplines vis-a-vis research, particularly as the larger portion of the budget of that Committee has generally been allocated to researchers in the physical sciences. During the period 1968-69 to 1972-73 the Committee allocated some $861,824 to support research in 24 disciplines. Of this, $392,369 was allocated to research in biology, chemistry, and physics, which is 45.5% of the total research funds of the Committee. The reasons for this high proportion, however, do not appear to have resulted

from undue bias towards studies in the natural sciences, or a failure to understand the differing requirements of the various disciplines so much as a failure of researchers in other fields to apply for funds or to prepare well-documented research proposals (see Appendix J).

The problem of allocating the University's own budget for research is likely to become much more difficult in the next decade if present trends continue, notably the restriction of traditional external sources of funds (such as the National Research Council or the Defence Research Board), and increasing demands from the social sciences and the humanities for support. If the University wishes to ensure that its research efforts continue to grow, it will have to search for additional funds from external sources, and will have to modify its current policies relating to the allocation of research funds.

The Commission considers that, although the University has provided a substantial amount of support not only in the form of research grants, but also in terms of computer time, facilities, and staff time, it may need to increase this commitment considerably in the next few years if research efforts are to be sustained. While it can be anticipated that funds from external sources will continue to be available, it is becoming increasingly necessary for universities to provide collateral commitments to obtain them, especially where grants for major research programmes are involved.

The University, as noted earlier, currently provides over $180,000 annually in grants to individual faculty members, generally to assist in the development of new projects, or to aid the completion of those for which external funds are no longer available. This amount, while substantial, is only about one per cent of the University's annual operating funds. In order to improve research productivity on this campus, the Commission believes that the University must increase the allocation for research. In addition, if it wishes to ensure that the differing needs of various fields are taken into account, it should draw up policies in this regard in consultation with researchers in the different disciplines.

30. *IT IS RECOMMENDED that the University continue its policy of providing money to initiate research projects, and to help fill the deficiencies created by the lack of external funds, most notably in the Social Sciences and Humanities.*

31. *IT IS RECOMMENDED that the University revise its present policies relating to research funding so as to recognize more specifically the needs of various disciplines.*

3. A University Officer for Research

Experience at many universities has demonstrated the need and usefulness of a senior staff officer responsible for all internal and external facets of research activity. Such an officer is normally

charged with the development of research policy, the co-ordination and implementation of approved policy, and the provision of information on all aspects of research funding and policy. The Commission considers that the appointment of such an officer at the University of Victoria would be invaluable, and that steps should be taken immediately to establish such an office.

32. *IT IS RECOMMENDED that the University establish the position of research officer, within the office of the Vice-President (Academic). The duties of this office to include: the development of research policy, the co-ordination and implementation of approved policy, and the provision of information on all aspects of research funding and policy.*

4. Policies Relating to Support of Travel

The Commission was apprised of some concern about policies relating to the funding of travel for faculty members attending professional meetings. At present a faculty member can generally obtain funds to support the larger part of the travel costs to one professional meeting a year. Such support is well justified as it provides the opportunity for a faculty member to meet with other colleagues in his field to discuss new ideas and avenues of enquiry. However, under this policy, some active researchers have been unable to attend additional meetings to which they have been specifically

invited as contributors. The Commission suggests that some revision of the present policy would further the professional growth of researchers and hence, the reputation of the University.

33. *IT IS RECOMMENDED that the University continue to support the travel of faculty members to meetings of learned societies, and that it revise its policies to permit invited contributors to attend more than one meeting per year.*

IX. PHYSICAL EDUCATION AND ATHLETICS

Physical education and athletics have played important roles in the development of academic and recreational programmes at the University of Victoria. Despite its relatively small staff and limited facilities, the Physical Education Section of the Faculty of Education has developed a well-rounded programme of teacher training. The number of applications for entry into the programme consistently exceeds the number of students that can be accommodated, and the annual intake has been limited to 60 students. The University's rugby, soccer, basketball, and volleyball teams have won provincial and national honours. There is also a very vigorous intramural athletic programme, and a rapidly expanding recreational programme involving students, faculty and staff.

Despite this enthusiasm and the various academic and athletic attainments, there appears to be profound concern about the future of physical education, athletics, and recreation at the University of Victoria. This concern focusses upon two issues:

a) should Physical Education continue to be a section within the Faculty of Education or should it be granted some other status?

b) to what extent, and in what ways, should the athletic and recreational programmes of the University be linked to the Physical Education programme?

1. The Future of Physical Education

Among its various programmes, the Faculty of Education has accorded particular status to the Physical Education Section. As of June 1972, the Section had ten full-time faculty, two part-time technical assistants, and a number of student assistants. It offers a wide variety of courses relating to theory and to the development of skills, as well as organizing various activities. Although the Physical Education Section believes that it has achieved considerable success in teaching and training, it has suggested that much more might be accomplished if it were given recognition as a Department, and even more so if a School of Physical Education were established.

The Physical Education Section differs from many other sections of the Faculty of Education, not only in the nature of its subject, but in its potential contribution to the University's academic programme. While the Physical Education Section recognizes that its primary responsibility lies in the training of school teachers who will be responsible for physical education programmes, it also suggested that it could make useful contributions to such areas as paramedical activities, training of the handicapped, and the use of leisure time. In this way it might assist in the instruction of athletic trainers, organizers of community recreational facilities, and in the development of community awareness of possibilities for the use of outdoor recreational resources. The Physical Education Section believes that such an expansion of its role would

widen the base for its scholarly activity and its practical contribution to teaching.

The Commission finds that the total role of the Physical Education Section in the University has not been clearly defined. This has led to an undesirable ambivalence of purpose and effort that should be resolved.

34. *IT IS RECOMMENDED that the role and purpose of the Physical Education Section of the Faculty of Education and the overall University policy on athletics be defined by June 1973.*

2. Extramural and Intramural Athletics

The athletics and recreational programmes of the University are considered to be completely separate from the Physical Education programme, since the former are presently administered through the office of the Dean of Administration, rather than through the Dean of Education.

The support of University athletic teams and intramural programmes is shared by the Alma Mater Society (AMS) and the University. Of the annual AMS fee of $32.00 charged to each student, $6.00 are earmarked for athletic activities. In 1971-72, this yielded approximately $30,000 for the latter. In recent years the University has matched the AMS contribution. Thus, in 1971-72 the total budget for athletic activities was about $60,000. The University also provides administrative staff, honoraria for coaches,

and furnishes facilities for sports and other types of recreation.

The annual budget for extramural sports (such as soccer, rugby, ice hockey, grass hockey and basketball), and certain clubs which participate in extramural activities (such as fencing, curling, bowling, judo and sailing) is approximately $57,000 consisting mainly of travelling expenses, entrance fees, and rental fees for facilities, and of this amount some $3,000 is allocated to clubs with extramural activities. Data submitted to the Commission indicated that the actual costs of running this programme far exceed the budget, and that participants are generally called upon to pay the difference. There were some suggestions that participants should expect to make such contributions. It was pointed out, however, that other universities appear to be more generous in their support of athletics.

The annual budget for intramural activities is about $3,200 and covers various club activities such as sailing, curling, badminton, flag football, six-a-side soccer, softball, basketball, volleyball, and field hockey. Here again actual costs exceed the funds available in the budget. Submissions to the Commission emphasized the rapid growth of intramural recreational activities, notably in badminton, tennis, sailing, fencing and judo.

The Athletic Programme of the University is managed by the Athletic Directorate of six members: three members of faculty appointed by the Chairman of Senate, and three students including the Chairmen of Extramural Activities and Intramural Activities of

the Alma Mater Society. It sets the policy for inter-university athletic activities and intramural programmes.

Concerns were expressed to the Commission about the Athletic Programme, and about its relationship to the Physical Education Programme. Among these, the following appeared to be of importance:

a) the costs of extramural and intramural programmes are increasing but sources of support are not;

b) there is duplication of effort, and potential conflict in the functions of the Chairman of the Physical Education Section and the Director of Athletics.

Submissions to the Commission showed that costs of entering competitions, travel, purchasing equipment, etc. are growing rapidly. Sources of income, however, are not expanding in like manner, and may even decrease, as they are tied to student enrolment. This imbalance might be overcome in several ways, such as increasing the proportion of the AMS fee allocated to athletic programmes and increasing the University contribution. The present AMS fee of $6.00 is well below that allocated to athletic activities at many other Canadian universities. The average across Canada is $15.00. Raising this fee would seem to be the most equitable and productive means of increasing financial support for the Athletic Programme. If the University agreed to continue its policy of matching funds, there should be

sufficient money to finance the various programmes to which the University is now committed and perhaps to expand them as well.

35. *IT IS RECOMMENDED that the Alma Mater Society be encouraged to increase the amount of its contribution towards the support of athletic and recreational programmes and that the University continue to match the Alma Mater Society contribution.*

Another matter raised in submissions to the Commission was whether the ultimate management responsibility for the proposed physical education complex should be that of the Chairman of the Physical Education Section or the Athletic Director. The Commission considers that the assignment of management responsibility is not a fundamental problem. Rather, what must be recognized is the need to assign first priority to academic programmes in the allocation of space and facilities.

36. *IT IS RECOMMENDED that the University adopt policies with respect to the management of the proposed Physical Education Complex which will assign first priority to academic needs.*

The Commission was also made aware of several concerns relating to the coaching of University teams. Recently the University has succeeded in obtaining the services of several outstanding athletes as coaches, some of them having considerable international

experience. The Physical Education Section and a number of students involved in its programmes, however, felt that greater use could be made of faculty and of students in the coaching of teams. Reluctance of faculty to accept such responsibilities appeared to be based on a lack of recognition of time spent on this activity when being considered for tenure and promotion. Students felt that they could benefit a great deal from coaching University teams if they were given official duties as assistants. Such participation would appear to be important for Physical Education majors since they are normally expected to administer similar programmes when employed by elementary and secondary schools.

37. *IT IS RECOMMENDED that the University continue its policy of seeking high calibre coaching staff.*

38. *IT IS RECOMMENDED that the University define the role of faculty members in the coaching of athletics.*

39. *IT IS RECOMMENDED that students be appointed as assistants to University coaches.*

3. Centennial Stadium

Concerns were also expressed about the use of the Centennial Stadium, a facility built on university property, but financed jointly by the various Victoria municipalities as a Centennial project in 1967. It is operated by a Management Committee consisting of

representatives from the municipalities of Victoria, Oak Bay, and Saanich, the Sports Council of Greater Victoria, and the University. Each organization contributes financially towards its operation, and it has an annual income of about $13,000, based on grants from the municipalities ($10,000) and rental fees ($3,000). Cost of operation, however, amounts to about $30,000 per year. The University assumes the balance between income and actual costs.

The major use of the Stadium is by the high schools in Victoria for track and field training and sports meets. The University of Victoria has used it very little for its own sports activities; it is estimated that non-University bodies account for 95% of its use. Apart from a few rugby, soccer, and football matches, it is virtually unused for eight months of the year.

During the past five years the condition of the track at the Stadium has gradually deteriorated. It is now unfit for use in the period outside the summer, and experts feel that it is unfit for championships in the summer as well.

Part of the problem of lack of use results from the fact that the field is poorly drained, making it unfit for such games as soccer during the winter. The problem is also rooted in the lack of financing to carry out repairs and improvements. Fees are extremely low and in no way cover costs of operation. A district high school organization, for example, can rent the

Stadium for only $50 a day, which clearly does not meet the cost of providing the facilities.

40. *IT IS RECOMMENDED that the University review immediately its involvement in the management and operation of the Centennial Stadium, with a view to increasing its usefulness to the University, and making it a year-round facility.*

X. SUMMER SESSION

A Summer Session has been in operation at the University of Victoria for the past sixteen years. In providing courses designed to meet the academic needs of students, particularly those who are primary and secondary school teachers, the Summer Session has made a useful contribution to education in British Columbia. The prime function of the Summer Session has been to provide academic credit courses toward degrees at the University of Victoria and it has therefore been looked upon as an extension of the Winter Session. As such, Summer Session has provided a service to students who are not able to attend the University during the winter or who wish to accelerate, or make up deficiencies, in their programmes.

1. Course Standards

Every effort has been made to ensure that the standards of the Summer Session courses are equivalent to those of the Winter Session. Nevertheless, the summer courses attempt to cover the same ground in seven weeks as is normally covered during the Winter Session in 26 weeks. This results in a very intensive programme and although there is no available evidence about the relative effectiveness of short concentrated periods of study compared with longer programmes, doubts were expressed in some areas about the desirability of such intensity. For example, most courses in Mathematics and the Sciences are built around a system where each lecture is followed by periods of study and problem-solving by the

students. In Summer Session courses the student clearly does not have the time normally considered necessary to learn the material. Similarly, in literature courses, where a great deal of reading is required, intensive programmes may be less than satisfactory. Although students may be required to complete some of this reading before the beginning of such courses, this is generally less valuable than reading done in conjunction with the course. The problem is intensified when students attempt two three-unit courses during the Session. It is understood that students are counselled to take no more than 4½ units of work during Summer Session but even this may be too much. One solution may lie in the development, in some disciplines, of different formats for Summer Session courses.

41. *IT IS RECOMMENDED that Recommendations 7 and 8 apply to Summer Session.*

42. *IT IS RECOMMENDED that courses offered during the Summer Session be reviewed to determine where changes might be made which would make them more suitable for such a short period of intensive study.*

2. Visiting Faculty

An important additional benefit from the Summer Session lies with the visiting faculty. Normally about forty per cent of the Summer Session staff consists of visiting instructors. It appears that full advantage is not always taken of the expertise of these visitors. The special qualifications of visiting faculty should be well publicized to the University community.

Participation in the Summer Session programme has been viewed as being beyond the normal teaching responsibility to the extent that Summer Session faculty receive special honoraria. There would, however, appear to be other possibilities. For example, full-time faculty might be interested in teaching a summer school course as part of their normal duties so as to provide more time for research during the Winter Session. Visiting faculty, often of much more value to a department during the Winter Session, could then be retained during that period to provide the balance in teaching requirements (see Recommendations *50 and 59*).

3. A Summer Festival of the Arts

A major function of Summer Session is to co-ordinate and administer special programmes in the form of symposia, seminars, short courses, workshops, and conferences, which do not carry academic credit towards a degree but may be recognized by certificate, diploma, or letter. Such programmes are offered in co-operation with the Departments, the Division of Continuing Education, and other agencies. The Summer Session office also helps to develop programmes of cultural activities for the benefit of students, faculty and the community. This function of the Summer Session might well be encouraged to grow, particularly in conjunction with the Faculty of Fine Arts. If the University remains committed to a programme in the fine arts, the facilities required for its development would make the campus an ideal centre for a summer festival of the arts.

Such a programme might be carried out co-operatively with other community agencies such as the Art Gallery, the Symphony Society, and theatre groups, and should strive to avoid direct competition with them.

43. *IT IS RECOMMENDED that the Summer Session, in conjunction with the Faculty of Fine Arts, be encouraged to expand its offerings with a view to the formation of an on-campus Festival of the Arts programme.*

XI. ACADEMIC SERVICES

A number of services provided by the University such as the Library, the Computer Centre, and Audio-Visual Aids have a direct effect on academic programmes, and were therefore considered by the Commission.

1. The McPherson Library

Of the many sections of the University pointed out to the Commission as being of special excellence, none received so many accolades as the Library. There was praise not only for the outstanding collections which have been built up in several areas but also for the service provided by the Library staff. It should be noted that much of this praise was offered by visiting faculty members in relation to their experience with other university libraries. The University of Victoria can be proud of the fact that at the present time the holdings of the McPherson Library, on the basis of number of books per student, are among the highest in Canada, and consist of over 532,000 volumes.

44. *IT IS RECOMMENDED that the University continue to support the Library with that proportion of the total budget which will maintain it as an area of excellence.*

2. Bibliographical Training

In consultation with the Library staff, it was suggested that the Library could provide an even better service if the

faculty members and students were more aware of the facilities and services offered. The potential of the library's resources has not been fully exploited. It was, therefore, suggested that the Library sponsor seminar series for both students and faculty in order to overcome this deficiency. The Commission would encourage the Library to proceed with the organization of such seminars to which departments might urge, if not require, their students to attend. Bibliographical training should be viewed as an essential part of both undergraduate and graduate education, particularly in light of the Recommendations made in Section IV of this Report. The Commission is not convinced that students at the present time receive adequate training in this area.

45. *IT IS RECOMMENDED that the Library provide seminar series for students and faculty to guide all members of the University community in making the most efficient use of library facilities.*

3. Liaison with Departments

A major problem encountered by libraries is the long delay between the placing of an order for materials and the time when such material is available for use. One of the few ways in which this service can be improved is to give the Library maximum lead time in stating departmental requirements. It is suggested that this could best be done if a member of the Library staff were appointed in liaison

with each department. This is already being done in some cases. It is suggested that the liaison librarian participate in departmental and, in particular, curriculum committee meetings. As an additional benefit, members of each department would come to know their library representative and could solicit advice on all problems concerning the use of the Library. Library users often experience difficulty in knowing whom to approach when they have library resource problems.

46. *IT IS RECOMMENDED that the Library appoint a liaison librarian for each department who shall participate in the deliberations of the department, particularly those concerned with curriculum development, in order to make the collection of resource material more efficient, and to assist members of the department in the use of library facilities.*

4. Academic Resource Collections

Traditionally libraries have been responsible for collecting, collating, cataloguing and administering academic resources in the form of printed material. Today much of this material is on microfilm or other condensed forms. For example, the Library at present holds over 5,000 microcards, 152,000 microfiche, 18,500 microfilms, 567,000 microprints, 53,000 maps, and over 46,000 aerial photographs. This trend to other media for concentration and storage is likely to increase rapidly in the future.

Academic resource material also takes other forms such as films, recordings, sound tapes, video tapes, computer storage tapes and audio-visual aid materials. It would appear appropriate for the Library to be responsible for collecting, collating, cataloguing and distributing all such academic resource material, although there is no reason why this material should not be stored in locations other than the McPherson Library, in the same way as selected materials are now stored in departmental reading rooms. The University's film collection is an illustration of the need for this service. While the Faculty of Education and most departments, as well as Audio-Visual Services, have extensive film collections, at the present time there is no single comprehensive record of these holdings. There is, therefore, a considerable risk of duplication as well as an obvious restriction on the use of films that are available on campus.

The Commission's suggestion that the Library be responsible for cataloguing all such resource material is premised on the user's need: when he searches a particular topic in the catalogue he will find listed all the available University material no matter what its form. For example, the reference *Hamlet* might refer a user not only to the play in printed form but also to other material available on recording or tape, film or videotape, and perhaps even to the text of the play stored on computer tape.

If the Library were to assume the purchasing and rental

function for all such materials, the collection and acquisition could be rationalized and co-ordinated. In addition, the Library could be provided with a budget for the acquisition of interdisciplinary and general subject material, much of which is now independently acquired by various departments. As a start, all such material presently held by departments should be delivered to the Library for cataloguing, and for storage if so requested by the department.

The Library now provides some equipment for the transcription and viewing of recorded and filmed material but has no slide or film projectors. The requirement for such equipment is likely to increase in the future, particularly in the light of the above recommendations. Most of the University's audio-visual equipment is now held, maintained and distributed by Audio-Visual Services. The Commission, however, received several comments questioning the efficiency of the service presently offered, and the point was argued that access to audio-visual facilities must be improved.

47. *IT IS RECOMMENDED that all academic resource material such as films, records, audio-visual aid materials, sound and video tape, and special computer tapes be catalogued by the Library, that space be provided in strategic locations for the storage of such material, and that Audio-Visual Services become a responsibility of the University Librarian.*

5. Archives

The Library has the responsibility of providing archival services for the University. This appears most appropriate in the light of the Commission's recommendation that the University acknowledge British Columbia History as an area of specialization. Hopefully, in order to avoid duplication, the University archives can be organized in close co-operation with the British Columbia Provincial Archives. The close relationship of the British Columbia Provincial Archivist with the University should greatly assist the attainment of this goal.

In addition, there appears to be a desperate need for an archive of University material. This became most apparent to the Commission in its search for the background material explaining the rationale for existing University policy. For example, there appears to be no section of the University responsible for maintaining records on external awards won by our students at either the Bachelor or Graduate level. This information could be gleaned only by contacting several sources and there was then no guarantee that such data were complete. No attempt has been made to maintain a record of the career progress of our graduates which would be most useful information for academic planning. The Commission was generally unable to obtain material used to formulate faculty and Senate decisions other than by personally contacting individuals who had served on related committees.

It would seem most appropriate for this archival material to be collected by a section of the Library, and it should include all

official University records, including those of Faculty, Senate and special Presidential committees. It should be a regulation of the University that each section of the University assume specific responsibility for depositing records with the McPherson Library for the University Archives. Some 'hindsight' studies of the factors leading to present University policy would be most useful to aid planning assignments such as the one now being undertaken by this Commission, but such studies must rely on properly maintained records.

A useful document for the Commission was the *President's Report of 1965-66*. This included information about each section of the University, the major achievements and changes, faculty appointments, faculty publications, awards and honours, student enrolment and distribution, and capital and operating expenditures. The Reports for 1967-68 and 1968-69 were not so complete, and there have been no such Reports since that time. The Commission considers that a University Annual Report, containing at least as much information as the President's Report for 1965-66, would be very useful.

No up-to-date record is maintained of the current interests and expertise of the University faculty and staff, both permanent and visiting. As a result of this deficiency the University is not making full use of the expertise available. Since requests for such information normally come to the Library, it would appear appropriate for such a record to be maintained by the University Archives Section of the Library which would be responsible for publicizing changes to the record at frequent intervals.

48. *IT IS RECOMMENDED that the Library establish an archives of University materials, in which all official University documents, including those of Faculty, Senate and Presidential Committees be deposited.*

49. *IT IS RECOMMENDED that the University issue a University of Victoria Annual Report containing at least as much information as the President's Report for 1965-66.*

50. *IT IS RECOMMENDED that the Library establish and maintain a record of the interests, and expertise of all permanent and temporary faculty members and staff, and that changes to this record be published at frequent intervals. The contents of the record would be voluntarily submitted.*

6. Computing Facilities

In a very real sense, the quality of a university's computing facility, like the quality of its library, acts as an index of the academic vitality of the university. The rapidly expanding scientific and industrial technology has a great and increasing dependency on computer applications. In addition, computer based instructional techniques can be expected to play a growing role at all levels of education, but particularly in the university.

As a consequence, the University must ensure that the finest possible computing facilities be maintained for instructional and research purposes. Failure to do so will result in serious deficiencies

in the competencies of our graduating students and will inhibit the research enterprises of the University. All decisions relating to the improvement of computing facilities must place the highest priority on academic considerations. It must be recognized and accepted that the primary justification for the substantial costs involved in providing computing services is the extent to which they support and enhance the academic programme of the University.

51. *IT IS RECOMMENDED that the University maintain the finest possible computing facilities, and that the primary object of these facilities be the support and enhancement of the academic programme of the University. To achieve this objective, executive responsibility for all computing facilities should reside with a senior academic officer.*

7. Employment Advisory Services

Several submissions to the Commission suggested that the University, in conjunction with Canada Manpower, should provide a more comprehensive employment and career planning service. While it is considered that the University is not responsible for finding employment for its graduates, it should attempt to provide the best possible facilities to assist students in planning their careers and in their search for rewarding professional employment.

52. *IT IS RECOMMENDED that the University, in conjunction with Canada Manpower, establish a comprehensive career planning and employment service for its students.*

8. Financial Assistance to Students

The Commission was able to conduct only a preliminary study of the problems associated with the financial support of undergraduate students. While a large number of scholarships and bursaries are available to undergraduate students, the majority of these, although welcome and useful, provide such limited funds that they almost certainly have little effect on the career decisions of students.

One of the most successful methods of providing financial assistance to students has been the Canada Student Loan Plan in its original form, prior to the recent imposition of restricting regulations. The University has, in addition, maintained a small loan fund to provide students with limited financial support in emergency situations.

In light of this, the Commission considers that the University should take steps to expand its own student loan fund from which loans could be provided with a minimum of administrative requirements, as with the original Canadian plan. The University might well invest part of its own bursary funds in such a loan programme. It is conceivable, too, that many donors would willingly support such a perpetual loan fund.

53. *IT IS RECOMMENDED that the University expand its present student loan fund to provide improved financial support to students.*

9. Counselling and Academic Advising Centres

There were indications that the role and functioning of the Counselling and Academic Advising Centres were not sufficiently understood. The Commission considers that the effectiveness of the Centres would be enhanced by a clearer definition of their place in the University as a whole.

54. *IT IS RECOMMENDED that the objectives and functions of the Counselling and Academic Advising Centres be fully defined and made known to the University at large.*

XII. RE-ALLOCATION OF RESOURCES

The Commission is acutely aware that the majority of its recommendations require additional budgetary allocations and yet the total University budget may not increase significantly for the next few years. Therefore, in order to achieve the proposed goals, some re-allocation of resources may be required. In recommending certain areas of the University for specialization there is an implicit assumption that other areas will not grow significantly and may even expect to decrease in size. Nevertheless, we believe that it is a prime responsibility of those parts of the University selected for growth to make every effort to streamline their existing programmes so as to require the minimum of additional support. When seeking extra resources they must be constantly aware that they are restricting the growth of other academic areas whose standards may be as high or higher but, due to lack of student demand or community need, cannot justify expansion. The Commission wishes to point out some areas where there could be re-allocation of resources.

1. The College System

According to the Report of the President's Task Force on the College System, dated 10 May 1972, the goals originally set out for the role of the Colleges have not been met. In view of the major recommendation of the Task Force's Report, "that Craigdarroch and Lansdowne. . . become residential colleges", it would seem reasonable to suggest that some of the resources presently directed to the

Colleges be re-allocated to support the development of the tutorial system that is recommended in Section IV of the present Report.

2. Modern Language Departments

In reviewing the University's undergraduate programmes, and comparing them with those of other Canadian universities, the Commission's attention was drawn to the unusually large number of modern language departments at this University. The separation of these departments at the University of Victoria took place in 1968 and it would now appear appropriate that a thorough review of these disciplines be carried out to determine whether the academic needs of the University would be better served by re-combining these departments.

55. *IT IS RECOMMENDED that the University give immediate consideration to re-combining the present modern language departments into a single department of modern languages.*

3. Number of Course Offerings

A major source of excessive cost appears to be the large number of third- and fourth-year courses offered in some departments. For example, the following upper level, 3-unit equivalent courses are offered: Anthropology & Sociology - 31; Biology - 35; English - 41; Geography - 31; History - 34; and Political Science - 33. Many of these courses appear to have been introduced, not because of academic need, but because of faculty desire to teach courses in their

own speciality. The Commission holds that demonstrable academic requirements constitute the justification for the establishment and continuation of any course; student demand and faculty interests do not provide a sufficient rationale. A student takes from 10 to 12 courses in his third and fourth years of study, and since it would appear desirable for several of these to be selected from outside the discipline of the major subject, it seems difficult to justify offering more than 15 to 20 courses within a discipline for selection in these years. A greater subdivision than this may indicate an undesirable degree of specialization at the undergraduate level.

56. *IT IS RECOMMENDED that the University immediately conduct a detailed review of its course offerings with a view to minimizing the proliferation of upper level undergraduate courses.*

4. Periodic Academic Review

In view of the above discussions and of recommendations in other parts of this Report,

57. *IT IS RECOMMENDED that it be the responsibility of the Vice President for Academic Affairs to ensure that all academic programmes of the University are subjected to detailed and critical review at intervals of about five years. The reviewing body should include faculty members from outside the discipline in question and its report should be available*

to the appropriate Dean and to Senate. The review would include an assessment of costs and academic qualities.

5. Graduate Studies

It is expected that the Recommendations of Section V will lead to re-allocation of resources in the graduate programme so that the University's efforts can be channelled more effectively. Although graduate studies are important to the University, it does not follow that every department should offer graduate programmes, nor should every faculty member supervise or teach graduate students. There is no doubt that the University should seek ways of providing more funds to support graduate students, but these funds should be concentrated in such manner as to assure the highest quality graduate programme.

6. Inter-University and Collegiate Co-operation

Throughout this Report the Commission has stressed the need to avoid, wherever possible, duplication of effort by universities and colleges in British Columbia. There would appear to be no justification for several institutions in British Columbia offering similar programmes in highly specialized areas unless this is done consciously to avoid an academically undesirable concentration of students.

Close co-operation already exists as, for example, in the nuclear physics programmes of the three major British Columbia uni-

versities - the Tri-University Meson Facility (TRIUMF). During the past two years a closer co-operation between university libraries has proved to be of great value. Nevertheless, much greater collaboration is desirable, involving all disciplines offering specialized programmes, particularly at the graduate level. The University must jealously guard its academic freedom to select its own programmes but this selection should be done in full knowledge of the present and prospective programmes offered by other universities and colleges.

58. *IT IS RECOMMENDED that the University move to establish a mechanism for formal academic co-operation between all the universities and colleges of British Columbia to avoid unnecessary duplication of effort.*

7. Special Faculty Appointments

Most faculty members teaching courses either in the evenings (when sponsored by the Division of Continuing Education), or during the Summer Session, have received a special appointment, accompanied by additional remuneration. Such remuneration is, of course, appropriate if the faculty member is teaching a course additional to his normal teaching, research, committee, and administrative duties. However, this extra load might be expected to affect the quality of his performance and, from an academic point of view appears undesirable, except in unusual circumstances. In the light of the Commission's recommendations on Continuing Education, it is suggested that, where

possible, evening and summer courses be assigned as part of a faculty member's normal teaching duties. This is not to say that there should be any increase in such duties, in fact, in many cases the contrary would appear to be desirable, but rather that a faculty member may be expected from time to time to carry out part of his duties in the evening or during the Summer Session.

59. *IT IS RECOMMENDED that the University review its policy of special appointments for evening and Summer Session courses, and that generally these courses be considered, together with Winter Session courses, in determining a normal teaching load.*

SUMMARY

The academic goals for the University of Victoria recommended by the Commission on Academic Development may be summarized in two main concepts:

1. *The University of Victoria should be a relatively small institution pursuing the highest standards and specializing in those fields in which it has particular advantages;*

2. *The academic offerings of the University of Victoria should be available for and be of service to the broadest possible spectrum of the whole community of which the University is a part.*

With respect to the concept of highest standards and specialization the Commission makes the following specific recommendations:

1. (p. 11) *IT IS RECOMMENDED that the programme for any Bachelors degree granted by the University whether in the humanities, sciences, or social sciences include courses in each of the two other areas from a selection named by the University.*

2. (p. 13) *IT IS RECOMMENDED that the University encourage the introduction on an experimental basis of a few problem-oriented inter-disciplinary courses. Such courses should be introduced under the existing administrative structure.*

3. (p. 16) *IT IS RECOMMENDED that the University proceed immediately to institute entrance and advanced placement examinations. As a first step in this programme, examinations should be available in 1973 for those students whose high school graduating averages are C+ or below, and for those students who seek advanced placement. As a second step, the examination of all entering students should be implemented in 1974.*

4. (p. 18) *IT IS RECOMMENDED that a senior academic officer of the University be responsible for maintaining a continuing record of course grades, the methods of evaluation used, and graduating standards in all disciplines, and include comparisons made both internally and with other universities across Canada. This information to be available to all departments and to appropriate University committees.*

5. (p. 20) *IT IS RECOMMENDED that there be a re-assessment of the goals of the University no later than the summer of 1978 to determine whether the goals suggested here are still appropriate. In the event, however, that undergraduate enrolment approaches 6,000 students prior to that date, an immediate re-assessment should take place.*

6. (p. 20) *IT IS RECOMMENDED that no section of the University be granted additional faculty, facilities, or funds without clear demonstration that the highest standards and quality of education are being maintained. Thus each section of the University, with its existing faculty and facilities,*

must limit the number of students in a programme when additional enrolment would adversely affect the quality of education provided.

7. (p. 22) *IT IS RECOMMENDED that the University establish a programme which will encourage a student-tutor relationship in which every undergraduate student would have a designated academic tutor, and in which both the tutor and the student would be required to meet at least once per month during the academic terms.*

8. (p. 27) *IT IS RECOMMENDED that the University accept the responsibility of ensuring that the objectives of each course are defined; that adequate resource materials are provided so that the students may achieve those course objectives; and that students are evaluated on the basis of their achievement of course objectives.*

9. (p. 29) *IT IS RECOMMENDED that the chairman or head of each departmentment be required to make a formal annual review of the teaching effectiveness of each instructor in his department, and that the procedures for such be established by the University.*

10. (p. 29) *IT IS RECOMMENDED that in order to inform a faculty member as to the extent to which he has met the criteria of teaching effectiveness, standard procedures be developed to provide him with such evidence.*

11. (p. 30) *IT IS RECOMMENDED that a Centre for Instructional Technology be established to provide a facility for the exchange of ideas on all aspects of teaching, learning, and evaluation methods.*

12. (p. 32) *IT IS RECOMMENDED that Graduate Studies continue to be recognized as an integral part of the academic programme of the University of Victoria with appropriate allocations of funds and assignments of faculty time.*

13. (p. 34) *IT IS RECOMMENDED that the offering of a graduate studies programme by any department of the University be dependent upon its meeting the following criteria: (a) that there is a sufficient number of qualified faculty who are committed to graduate studies, and who are themselves actively engaged in research in areas relating to such studies in the department; (b) that the programme is especially appropriate for the University of Victoria; and (c) that the graduates from the programme will be of such quality that they can expect to be accorded preference in the pursuit of their continuing careers.*

14. (p. 35) *IT IS RECOMMENDED that a review of the extent to which existing graduate programmes meet these criteria be completed by June 1973, and that programmes that do not meet the criteria be phased out.*

15. (p. 37) *IT IS RECOMMENDED that graduate research be supervised only by those faculty members who are themselves active researchers.*

16. (p. 37) *IT IS RECOMMENDED that external members of Supervisory Committees play a responsible role in drawing up programmes of study, monitoring progress, and in reviewing theses.*

17. (p. 38) *IT IS RECOMMENDED that the Faculty of Graduate Studies give serious consideration to the replacement of the present course unit system with a system which sets out minimum requirements of skill, understanding, and research contribution for the award of graduate degrees.*

18. (p. 39) *IT IS RECOMMENDED that the Faculty of Graduate Studies (and other Faculties as well) revise present policies relating to directed reading courses to ensure that student performance is adequately assessed, and that the fullest possible advantage is taken of formal courses offered on the campus.*

19. (p. 42) *IT IS RECOMMENDED that the University revise its present policies with respect to the provision of financial aid for graduate studies, including the offering of more valuable fellowships, the acceleration of procedures of reviewing applications for aid, and the development of criteria which would ensure greater equity in the allocation of such aid amongst students from various departments.*

20. (p. 43) *IT IS RECOMMENDED that the University normally limit financial aid to two years for a master's programme and an additional three years for a doctoral programme.*

21. (p. 44) *IT IS RECOMMENDED that responsibilities relating to Graduate Studies be accorded specific recognition in the determination of faculty work loads.*

26. (p. 53) *IT IS RECOMMENDED that the University establish the following as criteria for areas of specialization: (1) the presence of special facilities arising from our location or historical development; (2) the presence of a nucleus of suitably qualified and enthusiastic faculty members actively engaged in appropriate scholarly programmes; (3) the need for such specialization as evidenced by demand; and (4) the absence of duplication of such specialization in other universities of British Columbia and western Canada. Of these criteria (1) and (2) are essential, while (3) and (4) may be considered important, but not determining.*

27. (p. 55) *IT IS RECOMMENDED that on the basis of the criteria (as in Recommendation 26), the University acknowledge certain areas of specialization within individual departments. Such areas should receive special consideration in the allocation of the University's resources.*

28. (p. 58) *IT IS RECOMMENDED that the University establish a number of interdisciplinary Institutes, which would be based on high quality, goal-oriented team research, and which would be responsible for organizing, in co-operation with the appropriate departments, study programmes at the undergraduate and graduate levels. Establishment would include the appointment of a director, who would be expected to continue some part of his teaching duties, and the provision of secretarial assistance and appropriate office space. The programmes of such Institutes should be subjected to intensive review after five years of operation.*

29. (p. 61) *IT IS RECOMMENDED that the University establish a number of professional schools selected on the basis of community need, academic suitability, and the availability of appropriate funding. A School of Administrative Studies, initially specializing in public administration, appears to meet these requirements. Schools of Law, Nursing, Optometry and Social Work are other strong candidates and the possibility of establishing them should be actively explored by the University, and a decision made in each case by June 1974.*

57. (p. 96) *IT IS RECOMMENDED that it be the responsibility of the Vice President for Academic Affairs to ensure that all academic programmes of the University are subjected to detailed and critical review at intervals of about five years. The reviewing body should include faculty members from*

outside the discipline in question and its report should be available to the appropriate Dean and to Senate. The review would include an assessment of costs and academic qualities.

With respect to the availability of the academic offerings of the University the Commission makes the following specific recommendations:

22. (p. 48) *IT IS RECOMMENDED that whenever possible the University regulations not distinguish between full- and part-time students.*

23. (p. 48) *IT IS RECOMMENDED that the University review its timetable with a view to offering more courses at times suitable for off-campus students, and that these be scheduled to provide planned continuity for complete programmes.*

24. (p. 49) *IT IS RECOMMENDED that the University in co-operation with appropriate professional bodies, investigate additional ways in which it can offer educational services for professionals wishing to update their qualifications. Such services could be offered both on and off the University campus.*

25. (p. 49) *IT IS RECOMMENDED that the University initiate discussion with the other British Columbia universities, the government of British Columbia, and various agencies in the province, with a view to providing*

university level educational services for those persons unable to make use of conventional educational facilities.

The Commission considered other matters relating to the academic goals of the University and makes the following recommendations in specific areas:

RESEARCH

30. (p. 67) *IT IS RECOMMENDED that the University continue its policy of providing money to initiate research projects, and to help fill the deficiencies created by the lack of external funds, most notably in the Social Sciences and Humanities.*

31. (p. 67) *IT IS RECOMMENDED that the University revise its present policies relating to research funding so as to recognize more specifically the needs of various disciplines.*

32. (p. 68) *IT IS RECOMMENDED that the University establish the position of research officer, within the office of the Vice-President (Academic). The duties of this office to include: the development of research policy, the co-ordination and implementation of approved policy, and the provision of information on all aspects of research funding and policy.*

33. (p. 69) *IT IS RECOMMENDED that the University continue to support the travel of faculty members to meetings of learned societies,*

and that it revise its policies to permit invited contributors to attend more than one meeting per year.

PHYSICAL EDUCATION AND ATHLETICS

34. (p. 72) *IT IS RECOMMENDED that the role and purpose of the Physical Education Section of the Faculty of Education and the overall University policy on athletics be defined by June 1973.*

35. (p. 75) *IT IS RECOMMENDED that the Alma Mater Society be encouraged to increase the amount of its contribution towards the support of athletic and recreational programmes and that the University continue to match the Alma Mater Society contribution.*

36. (p. 75) *IT IS RECOMMENDED that the University adopt policies with respect to the management of the proposed Physical Education Complex which will assign first priority to academic needs.*

37. (p. 76) *IT IS RECOMMENDED that the University continue its policy of seeking high calibre coaching staff.*

38. (p. 76) *IT IS RECOMMENDED that the University define the role of faculty members in the coaching of athletics.*

39. (p. 76) *IT IS RECOMMENDED that students be appointed as assistants to University coaches.*

40. (p. 78) *IT IS RECOMMENDED that the University review immediately its involvement in the management and operation of the Centennial Stadium, with a view to increasing its usefulness to the University, and making it a year-round facility.*

SUMMER SESSION

41. (p. 80) *IT IS RECOMMENDED that Recommendations 7 and 8 apply to Summer Session.*

42. (p. 80) *IT IS RECOMMENDED that courses offered during the Summer Session be reviewed to determine where changes might be made which would make them more suitable for such a short period of intensive study.*

43. (p. 82) *IT IS RECOMMENDED that the Summer Session, in conjunction with the Faculty of Fine Arts, be encouraged to expand its offerings with a view to the formation of an on-campus Festival of the Arts programme.*

ACADEMIC SERVICES

44. (p. 83) *IT IS RECOMMENDED that the University continue to support the Library with that proportion of the total budget which will maintain it as an area of excellence.*

45. (p. 84) *IT IS RECOMMENDED that the Library provide seminar series for students and faculty to guide all members of the University community in making the most efficient use of library facilities.*

46. (p. 85) *IT IS RECOMMENDED that the Library appoint a liaison librarian for each department who shall participate in the deliberations of the department, particularly those concerned with curriculum development, in order to make the collection of resource material more efficient, and to assist members of the department in the use of library facilities.*

47. (p. 87) *IT IS RECOMMENDED that all academic resource material such as films, records, audio-visual aid materials, sound and video tape, and special computer tapes be catalogued by the Library, that space be provided in strategic locations for the storage of such material, and that Audio-Visual Services become a responsibility of the University Librarian.*

48. (p. 90) *IT IS RECOMMENDED that the Library establish an archives of University materials, in which all official University documents, including those of Faculty, Senate and Presidential Committees be deposited.*

49. (p. 90) *IT IS RECOMMENDED that the University issue a University of Victoria Annual Report containing at least as much information as the President's Report for 1965-66.*

50. (p. 90) *IT IS RECOMMENDED that the Library establish and maintain a record of the interests, and expertise of all permanent and temporary faculty members and staff, and that changes to this record be published at frequent intervals. The contents of the record would be voluntarily submitted.*

51. (p. 91) *IT IS RECOMMENDED that the University maintain the finest possible computing facilities, and that the primary object of these facilities be the support and enhancement of the academic programme of the University. To achieve this objective, executive responsibility for all computing facilities should reside with a senior academic officer.*

52. (p. 92) *IT IS RECOMMENDED that the University, in conjunction with Canada Manpower, establish a comprehensive career planning and employment service for its students.*

53. (p. 93) *IT IS RECOMMENDED that the University expand its present student loan fund to provide improved financial support to students.*

54. (p. 93) *IT IS RECOMMENDED that the objectives and functions of the Counselling and Academic Advising Centres be fully defined and made known to the University at large.*

RE-ALLOCATION OF RESOURCES

55. (p. 95) *IT IS RECOMMENDED that the University give immediate consideration to re-combining the present modern language departments into a single department of modern languages.*

56. (p. 96) *IT IS RECOMMENDED that the University immediately conduct a detailed review of its course offerings with a view to minimizing the proliferation of upper level undergraduate courses.*

58. (p. 98) *IT IS RECOMMENDED that the University move to establish a mechanism for formal academic co-operation between all the universities and colleges of British Columbia to avoid unnecessary duplication of effort.*

59. (p. 99) *IT IS RECOMMENDED that the University review its policy of special appointments for evening and Summer Session courses, and that generally these courses be considered, together with Winter Session courses, in determining a normal teaching load.*

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